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ABSTRACT

Presented is Volume I of an educational evaluation and planning package designed in accordance with Massachusetts' special education laws. The package is designed to assist the Core Evaluation Team process, a multidisciplinary approach to educational assessment and development of individual education plans. The guide focuses on three skill areas: activities of daily living, motor development, and early language development. Each of the skill areas is divided into three components: a screening device; performance statements (a developmental list of specific skills to be assessed by the evaluator); and a next step chart (designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development. (LS)

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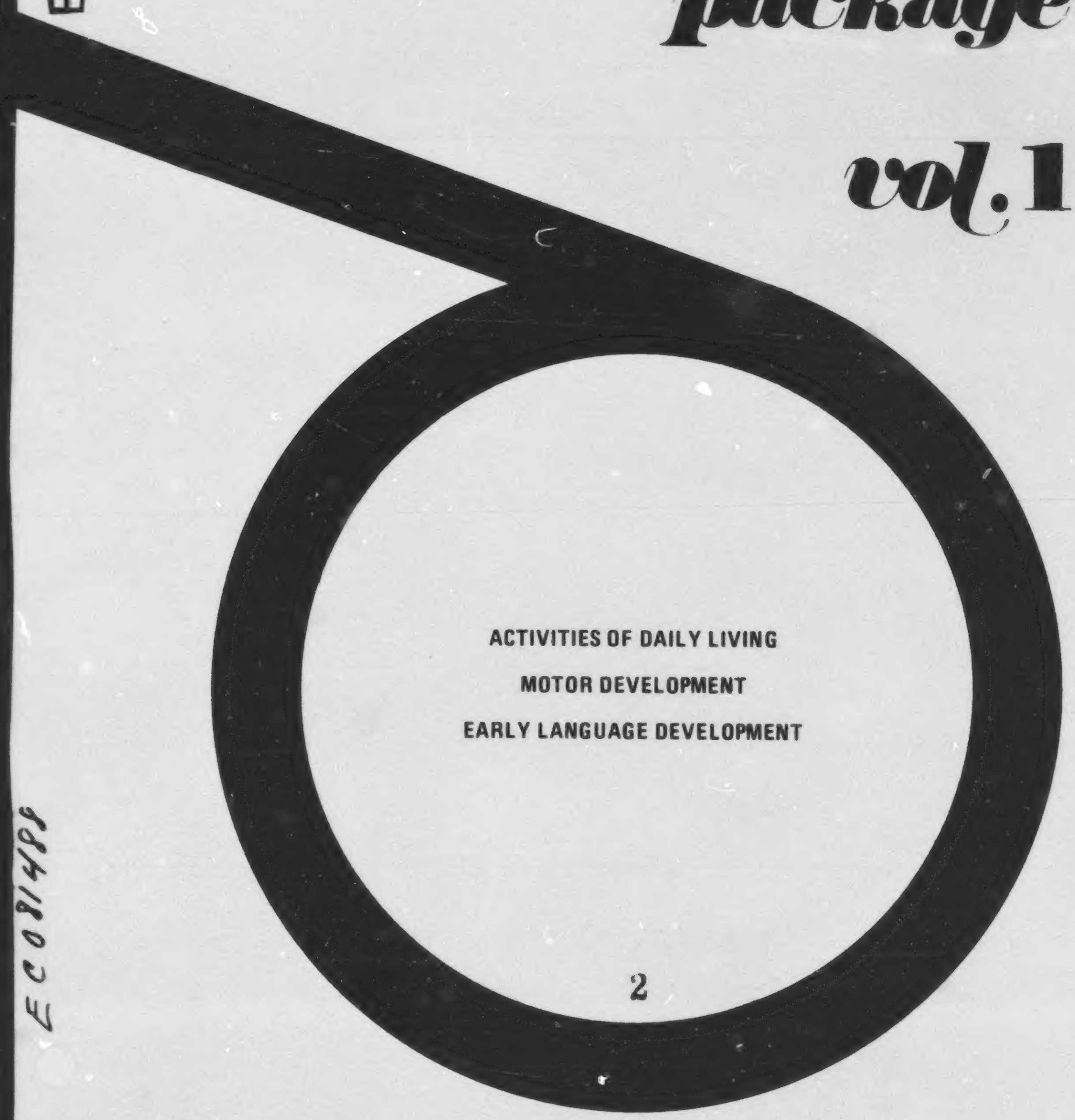
educational evaluation and planning package

vol. 1



ACTIVITIES OF DAILY LIVING

MOTOR DEVELOPMENT

EARLY LANGUAGE DEVELOPMENT

2

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

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February, 1976

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Activities of Daily Living

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Paula Sanford

The Commonwealth of Massachusetts
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ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed educational evaluation and planning package provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the educational evaluation and planning package as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Sincerely,

R H Audette

Robert H. Audette
Associate Commissioner
Division of Special Education

RHA/bk

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INTRODUCTION

Background Information on the Core Evaluation Assessment Process

An attempt to insure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' comprehensive special education law, Chapter 766 (of the Acts of 1972) requires an intensive evaluation of the referred child's educational needs. Specifically the law establishes minimum standards for educational assessment procedures and placement decisions. The evaluation procedure consists of two elements: first, a series of detailed assessments to identify the child's educational needs and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-disciplinary approach provides the most effective means of determining individual educational needs, Chapter 766 requires that educational assessments be made by an evaluation team. The Core Evaluation Team (CET) is staffed so that it can perform all the assessments necessary to develop a comprehensive individualized educational plan. The Core Evaluation process takes into account medical, intellectual, social, emotional and educational assessments of the child's development (by including psychologists, teachers, administrators, parents and students over fourteen, etc.). To obtain essential information, a series of assessments are conducted by various CET members. Once the information has been collected, the CET then develops an individually appropriate educational plan which includes specific objectives. The entire effort is designed to shift the emphasis in educational planning from the categorical group to the individual child.

The development of educational plans with specific objectives requires that assessment results be reported in clear, concise and complete statements. In order to ensure that assessments produce accurate statements about a child, the Massachusetts Department of Education has prescribed procedures to be followed in reporting assessment results and in developing educational plans. Those procedures resulted from a comprehensive review of the literature relating to the assessment of educational needs. The Department's recommendations include a process in which various assessors (parents, teachers, specialists, etc.) record their perceptions of a student's ability to perform specific measureable skills, i.e., puts on hat, walks down stairs one at a time, adds single digit numbers not requiring carrying, etc. To assist assessors in their observations, the Department produced the "Reference Guide to Performance Statements" (Core Evaluation Manual, 1974). The guide included checklists in the following areas: motor development, activities of daily living, expressive and receptive language, reading, quantitative reasoning, and socialization.

By using these checklists, the assessors can report the results of their assessments in terms of the checklists' performance statements. The assessment team can use the statements to determine appropriate goals and develop the specific objectives section of the educational plan. Performance terms provide a common language for communication among team members and for later analysis of the student's progress. Because of their developmental format, the checklists also assist teams in drafting plans that meet the criteria established by the Department for educational plans: that plans (a) be developmentally rational, (b) reflect parental priorities, (c) relate to the student's movement toward a less restrictive educational setting, and (d) be measurable.

Development of the Educational Evaluation and Planning Package

In September 1975, the Massachusetts Center for Program Development and Evaluation, at the request of the Massachusetts Department of Education, initiated a project designed to provide Core Evaluation Teams with an Educational Evaluation and Planning Package that would replace the performance statements section of the Core Evaluation Manual. The existing performance statements evaluation system had been in use since December 1974, and considerable experience had been gained by Core Evaluation Team (CET) personnel regarding the problems encountered in implementing the system. To take advantage of this valuable experience, the Center formed advisory committees of experienced personnel around three of the "Performance Statements" skill areas: Activities of Daily Living, Motor Development, Language Development. (Work on three additional skill areas - reading, quantitative reasoning and socialization - and additional work on language development will be completed by July 1976.)

The initial review of a year's experience by the advisory groups resulted in the following general suggestions regarding revisions:

1. that a screening device was required that would allow an assessor to pinpoint specific areas needing more extensive assessment and thus reducing the time required to complete the assessment.
2. that revisions were necessary in the format used for each statement to provide the Coordinator of Assessments with more information about the learner's current strengths and weaknesses.
3. that a device was needed that would assist the Coordinator of Assessments in determining the order in which skills should be sequenced for training.

Following the recommendations of the advisory groups, the Center developed the Educational Evaluation and Planning Package to facilitate the assessment process, to provide a format that provides more information about each statement and to assist teams in determining appropriate objectives. The package is not a "final answer", but rather a tool that evaluation team members can use during the various stages of the CET process.

How to Use the Educational Evaluation and Planning Package

Each skill area is assessed using the three components outlined above; however, the components vary in format due to each skill area's specialized nature. Despite these differences, a similar process is used to assess all areas in that the evaluator must determine how the skill is displayed.

The CET Chairperson gives the appropriate skill area screening device, which consists of a series of questions designed to be representative of the skill cluster, to the evaluator. The evaluator completes this form and returns it to the CET chairperson, who then gives the evaluator the performance statement sections that the screening device indicates are required. The evaluator completes the performance statements assessment and returns it to the chairperson. The team then uses the information to determine appropriate instructional objectives. The next step charts are used to assist the team/teacher in determining in what order objectives should be attempted.

Despite its varied possible uses, (in referral, pre-evaluation conference, evaluation, plan development and implementation) the primary objective of the Education Evaluation and Planning Package is to assist in the evaluation and development stages of the CET process. To accomplish these objectives, each of the skill areas is divided into three components:

1. Screening device: designed to expedite the use of the performance statements component.
2. Performance Statements: designed to be a developmental list of specific skills that could be assessed by the evaluator in such a way as to provide the team with detailed information regarding the students performance strengths and weaknesses. The skills are generally organized in developmentally related clusters.
3. Next step chart: designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development.

* All materials in the Educational Evaluation Planning Package may be photocopied for distribution to members of the Core Evaluation Team.

* A paper, "The Rational for the Educational Evaluation and Planning Package" which describes the research basis for the Package may be obtained by writing to Mr. James McCormack, Mass. Center, 10 Hall Avenue, Medford, MA 02155.

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ACTIVITIES OF DAILY LIVING

Introduction

The Activities of Daily Living section of the Educational Evaluation and Planning Package is intended to be used to assess eating, grooming, dressing, and housekeeping skills. There are three parts to this section:

1) ADL Screening Assessment: which is designed to expedite the use of the ADL section of the Educational Evaluation and Planning Package by providing an overview of skills listed in the package and an opportunity to determine the ADL areas which require indepth assessment.

2) ADL Performance Statements: which provide lists of skill statements developmentally arranged, to allow an extensive evaluation of specific ADL performance.

3) Next Step Charts for ADL: which provide a gross arrangement of ADL skills to facilitate choices of next step tasks and of complementary activities in each ADL area.

The chart format of each of these materials is designed to permit the evaluator to indicate descriptions of the student's performance and to facilitate cross-checking of performance by the Coordinator of Assessments.

Screening Assessment

Each part of the screening device cooresponds to a cluster of performance statements; the underlined words in the section indicate a cluster name. The statements (1.2, 3.3, etc.) have been selected as representative of the cluster. Within each part, check "yes" if the student displays the skill at appropriate times and places and without assistance; check "no" if any aspect of the student's performance does not meet those criteria. The evaluator should complete the entire screening device.

In cases where all responses on the screening device are "yes" the screening device can serve as the complete ADL evaluation. If any section has one or more "no" responses, the chairperson should provide the evaluator with the performance statements for that section. The evaluator should complete the performance statements and return them to the chairperson.

1.0 DRESSING

1.1 Takes off indoor/outdoor clothes appropriately and without assistance.

yes	no	
☐	☐	takes off underwear
☐	☐	takes off pants or dress
☐	☐	takes off shirt, blouse
☐	☐	takes off shoes
☐	☐	takes off coat or sweater

1.2 Puts on indoor/outdoor clothing appropriately and without assistance.

☐	☐	puts on underwear
☐	☐	puts on pants or dress
☐	☐	puts on shirt, blouse
☐	☐	puts on shoes
☐	☐	puts on coat or sweater

1.3 Performs fastening skills appropriately and without assistance.

☐	☐	zips jacket
☐	☐	puts on pullover clothes

yes	no	
☐	☐	buttons buttons
☐	☐	assembles hook and eye
☐	☐	ties simple bow

1.4 Performs simple clothing care skills appropriately and without assistance.

☐	☐	folds clothes
☐	☐	picks out dirty clothes
☐	☐	picks out damaged clothes
☐	☐	makes minor repairs of clothes

1.5 Performs selection of clothing without assistance.

☐	☐	picks out matching shoes
☐	☐	picks out own clothing
☐	☐	picks out weather-appropriate clothing
☐	☐	picks out coordinated outfits

2.0 EATING

2.1 Performs skills necessary to be fed by others

☐	☐	drinks liquids (if fed)
☐	☐	eats solids (if fed)

2.2 Performs skills necessary to eat independently

☐	☐	drinks liquids with a spoon
☐	☐	drinks from a glass
☐	☐	eats with a fork
☐	☐	cuts with a knife

2.3 Performs skills necessary to eat independently in public places appropriately and without assistance.

☐	☐	uses salt and pepper shakers

yes	no	
☐	☐	uses napkin
☐	☐	carries food tray
☐	☐	pours hot liquids

3.0 GROOMING

3.1 Washes various body parts appropriately and without assistance.

☐	☐	washes/dries hands
☐	☐	washes/dries hair
☐	☐	takes complete bath/shower

3.2 Performs various non-washing body care skills appropriately and without assistance.

☐	☐	blows/wipes nose
☐	☐	brushes teeth
☐	☐	shaves face/legs
☐	☐	cares for finger/toe nails

3.3 Performs various toilet skills appropriately and without assistance.

☐	☐	eliminates occasionally when on toilet
☐	☐	indicates need to go to toilet
☐	☐	toilets self independently

4.0 HOUSEKEEPING

4.1 Demonstrates skills necessary for preparation of simple meals.

☐	☐	prepares cold food, cereal, sandwiches
☐	☐	opens and heats canned food
☐	☐	prepares cake from mix
☐	☐	prepares meals

4.2 Demonstrates general home cleaning skills appropriately and without assistance.

yes	no	
☐	☐	sweeps floors
☐	☐	cleans windows/mirrors
☐	☐	vacuums rugs

4.3 Performs intermediate and advanced clothing care skills appropriately and without assistance.

☐	☐	uses home washing machine
☐	☐	irons clothes

4.4 Performs preparing and cleaning food area skills appropriately and without assistance.

☐	☐	sets table
☐	☐	washes dishes
☐	☐	cleans appliances
☐	☐	puts out grease fire
☐	☐	scours pans

4.5 Performs general home maintenance appropriately and without assistance.

☐	☐	makes bed
☐	☐	puts in light bulb
☐	☐	hangs curtains/pictures/mirrors

Activities of Daily Living Performance Statements

The performance statements are labeled by sub-skill (e.g., dressing, grooming) and cluster (e.g., puts on clothing, cares for clothing) to assist the evaluator in conducting the assessment. The evaluator will assess the student in regard to each performance statement listed within each cluster and will check (✓) the elements on the form which most accurately describe the student's performance of the skill. The following is an explanation of each of the response categories (see forms) for each performance statement:

A. Performs appropriately without assistance: check this space if the student displays the skill listed at appropriate times and places without requiring assistance.

B. Performs in the following manner: check spaces in this section in cases where the student displays the skill stated but needs assistance or special attention to do so. More than one space may be checked. The descriptors of assistance are:

Verbal: performs the task when verbal cues are given throughout performance. For example, check this space if the student needs to be reminded of next steps in washing hands. For hearing impaired students, check here if cues are delivered gesturally rather than verbally.

Physical: performs the task when physical cues are given. For example, the student pulls up his pants when his hands are placed on the waistband.

Individual: performs the task only in a one-to-one situation.

Small group: performs the task when part of a small group.

Duration: does the task either (a) in an amount of time which the evaluator determines to be unnecessarily long, or (b) rushes through the task.

Setting: performs the task but does so in situations that are inappropriate. For example, the student can unbutton front buttons but unbuttons his shirt during class.

Frequency: does the task too often. For example, the student who has been taught to flush a toilet may run into the bathroom many times during a day to flush.

C. Type of intervention required: check spaces here to indicate areas which, if given extra attention, would allow student to exhibit behavior described in skill statement. The types of intervention are:

Motor: requires additional motor training to perform the task.

Cognitive: requires additional cognitive training in order to perform the task. For example, the student does not pick out pairs of socks because he does not know how to match by color.

Social: requires different structure or reinforcement in order to perform the task. For example, the student would sit at the table if he were reinforced for sitting; he would select his own clothes if they were not selected for him.

D. Unobserved/not applicable: use this space to indicate that you have not seen the student display the skill. This space will also be used to indicate that this statement is not applicable to a particular student. For example, the statement "shaves face" is not applicable to a very young child. If the skill is unobserved, write "U" in the space; if it is not applicable, write "NA".

E. Comment: Special Equipment-Elaboration of Categories Checked: use this space to further explain any of the items checked or to make notes of materials or equipment.

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Takes off indoor/outdoor clothing (1.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
extends arms to assist													
extends feet to assist													
takes off coat													
takes off hat													
takes off scarf													
takes off mittens													
takes off gloves													
takes off sweater (open)													
takes off pullover													
takes off shirt/blouse													
takes off pants													
takes off skirt													
takes off dress													
takes off socks													
takes off shoes-slippers													
takes off underpants													
takes off undershirt													
takes off slip													
takes off nightclothes													
takes off boots													
takes off bathing suit													
takes off tights													
takes off bra													
takes off sanitary belt													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Puts on indoor/outdoor clothes (1.2)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
extends arms to assist													
extends feet to assist													
puts on outside coat													
puts on hat													
puts on scarf													
puts on mittens													
puts on gloves													
puts on sweater (open)													
puts on pullover													
puts on shirt/blouse													
puts on pants													
puts on skirt													
puts on dress													
puts on socks													
puts on shoes-slippers													
puts on underpants													
puts on undershirt													
puts on slip													
puts on nightclothes													
puts on boots													
puts on bathing suit													
puts on tights													
puts on bra													
puts on sanitary belt													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Fastening Skills (1.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
unfastens clothes snaps													
unzips one piece front zippers													
unties front ties (e.g., hood strings)													
unzips two piece front zippers (e.g., jacket)													
unbuttons front buttons													
unhooks pant hooks													
unbuckles belt													
unhooks hooks and eyes													
fastens clothes snaps													
zips one piece front zipper													
zips two piece front zipper													
buttons front buttons													
hooks pant hooks													
hooks hooks and eyes													
buckles belt													
ties front ties													
unzips one piece back zipper													
unties back ties (e.g., apron)													
unbuttons back buttons													
zips 1 piece back zipper													
ties back ties													
buttons back buttons													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Simple Care of Clothes (1.4)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
Puts clothes away in drawer, on shelf													
places clothes on hanger													
folds clothes													
removes belt from pants													
empties pockets													
polishes shoes - liquid													
polishes shoes - solid													
hangs wet clothes on clothes rack													
hangs wet clothes with clothes pins													

SKILL: Activities of Daily Living SUB-SKILL: Dressing (1.0)

CLUSTER: Selection of Clothes (1.5)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
picks out pairs of shoes													
picks out pairs of boots													
picks out pairs of socks													
picks out pairs of mittens, gloves													
picks out own pants, shirt, etc.													
picks out weather appropriate clothing													
picks out color coordinate outfits													
picks out dirty clothes													
picks out damaged clothes													

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

CLUSTER: Fed by Others (2.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
fed with stomach tube													
fed intravenously													
when face touched by bottle, turns toward													
nipple													
sucks on nipple													
maintains closed mouth													
swallows													
fed with soft foods													
brings hand to mouth, regardless of reason													
takes liquids from glass, if fed													
takes semi-solids, if fed													
chews moving jaw up and down													

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												CLUSTER: Eat Independently (2.2)
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	Comment: Special Equipment Elaboration of Categories Checked
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
finger feeds semi-solid foods													
bites off pieces of food													
finger feeds solids													
chews, moving jaws up and down and sideways													
uses spoon in fist to eat semi-solids													
drinks from cup two-handed													
drinks from spoon (soup)													
drinks from cup one-handed													
eats solids with spoons													
eats from plate without pushing food onto table													
scoops food with fork													
drinks from carton													
drinks from soda bottle													
drinks from can													
drinks from straw													
eats at a table													
stabilizes plate on table													
eats only from plate													
takes reasonable mouthfuls													
eats at reasonable rate													
discriminates edible substances													

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

CLUSTER: Eats Independently in Public Places (2.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
uses napkin to wipe mouth													
places napkin on lap													
disposes of napkin													
tucks napkin into shirt													
serves self finger foods													
serves self with spoon													
serves self with fork													
passes/serves self from bowl, platters, etc.													
uses salt/pepper shakers													
opens sugar packets													
opens condiment packages													
opens flip-top can													
opens milk/juice carton													
carries tray of food													
carries glass with liquid													
peels bananas													
eats ice cream cone													
opens cereal boxes													
shells eggs (hard boiled)													
pours cold liquids													
pours hot liquids													
pours milk into cereal bowl													
opens twist-top jars/ bottles													
replaces lids													

SKILL: Activities of Daily Living SUB-SKILL: Eating (2.0)

CLUSTER: Eats Independently in Public Places (2.3) p.2

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
peels and unwraps appropriate foods													
spreads													
stirs with spoon													
peels fruit													
slices with knife													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Wash/Dry Various Body Parts (3.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
takes complete bath													
takes complete shower													
prepares for bath													
gets towel													
gets washcloth													
gets soap - shampoo													
selects water temperature													
fills tub													
drains tub													
washes/dries hands													
washes/dries face													
washes/dries arms													
washes/dries feet													
washes/dries neck													
washes/dries ears													
washes/dries legs													
washes/dries chest													
washes/dries back													
washes/dries stomach													
washes/dries buttocks													
washes/dries genitals													
washes/dries hair													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Non-Washing Body Care Skills (3.2)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
wipes nose													
blows nose													
brushes hair													
brushes teeth													
cleans fingernails													
cleans comb													
cleans hairbrush													
uses chapstick													
uses deodorant													
uses face cream													
shaves face													
shaves legs													
sets hair													
uses mouthwash													
treats acne													
uses hand cream													
uses body lotion													
cuts/clips fingernails													
cuts/clips toenails													
shaves underarms													
uses sanitary napkins													
uses makeup													
curls/sets hair													
uses tampon													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Non-Washing Body Care Skills (3.2) P.2

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
cleans toenails													
uses antiseptics													
uses bandaids													
takes medicine as appropriate													

SKILL: Activities of Daily Living SUB-SKILL: Grooming (3.0)

CLUSTER: Toilet Skills (3.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
eliminates (e.g. in clothing)													
eliminates occasionally when on toilet													
eliminates at regular times													
has no accidents if taken to toilet on schedule													
indicates when wet													
indicates when soiled													
indicates need to urinate													
indicates need to defecate													
pulls down clothing as appropriate													
pulls up clothing as appropriate													
initiates toilet activitiy													
flushes toilet													
wipes self													
toilets independently													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Preparation of Simple Meals (4.1)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
follows package instruction													
uses measuring utensils													
sets stove burners													
sets oven temperature													
makes/butters toast													
prepares cold cereal with milk													
prepares toaster waffles													
prepares frozen orange juice													
prepares fried egg													
prepares sandwich with meat													
prepares canned fruit													
prepares TV dinners													
prepares canned dinners													
prepares simple salads													
prepares frozen vegetables													
operates mixer													
prepares canned soup													
prepares packaged soup													
prepares canned vegetables													
prepares pudding and jello													
prepares cooked cereal													
prepares cake from mix													
prepares beverages													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Prepration of Simple Meals (4.1) p.2

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
prepares breakfast meals													
prepares desserts													
uses can opener													
uses bottle opener													
stores food appropriately													
pares vegetable with knife													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: General Home Cleaning Skills (4.2)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
empties wastebaskets and other trash containers													
dusts flat surfaces													
dusts non-flat surfaces													
sweeps floors													
vacuums floors/rugs													
wet mops floor													
washes chair seats													
washes tables													
washes counters													
cleans windows													
cleans mirrors													
cleans tubs/showers													
cleans toilet													
washes walls													
washes woodwork													
shakes throw rugs													
cleans sink													
replaces toilet paper													
waxes floors													
polishes chairs													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Intermediate and Advanced Clothing Care (4.3)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												**Comment:** Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
hangs clothes to dry													
sorts clothes by color before washing													
folds flat clothes													
prewashes stained clothes													
washes clothes by hand													
uses laundromat dryer													
uses laundromat washer													
uses home dryer													
uses home washing machine													
dampens clothes for ironing													
irons flat clothes													
irons non-flat clothes													
darns a sock													
hems by hand													
hems by machine													
darns tears													
uses iron on patches													
patches by hand													
patches with sewing machine													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: Preparing and Cleaning Food Area (4.4)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
clears the table													
scrapes dishes, etc.													
sets a table													
washes plates, bowls, etc.													
washes glasses, cups													
washes utensils													
dries dishes, etc., by hand													
dries glasses, etc., by hand													
dries utensils by hand													
puts dishes, glasses away													
puts utensils away													
uses dishwasher													
cleans counter, cleans sink													
scours pans													
uses garbage disposal													
defrosts refrigerator													
cleans refrigerator													
cleans top of stove													
cleans stove burners													
cleans oven													
cleans cabinets													
lines shelves													

SKILL: Activities of Daily Living SUB-SKILL: Housekeeping (4.0)

CLUSTER: General Home Maintenance (4.5)

SKILL STATEMENT	CATEGORIES OF PERFORMANCE												Comment: Special Equipment Elaboration of Categories Checked
	Performs appropriately without assistance	Performs in the following manner							type of intervention required			Unobserved/not applicable	
		type/level of assistance				parameters							
		verbal	physical	individual	small group	duration	setting	frequency	motor	cognitive	social		
strips beds													
makes bed													
changes bath linen													
takes out light bulbs													
puts in light bulbs													
opens locked doors													
locks doors													
waters plants													
closes windows													
opens windows													
unlocks window													
locks window													
turns on/off television													
turns on/off radio													
turns on/off record player													
hangs mirrors, pictures, shades													
hangs curtain													
uses plunger													
changes fuse													
adjusts television													
adjusts radio													
puts out grease fire													

Using the Skill Cluster Chart and the Task Analysis Chart

The Skill Cluster Chart

The Skill Cluster Chart attempts to provide the evaluator with an idea of what general skills are being acquired in each of the ADL areas when certain motor milestones are reached. The milestones are presented in a rough developmental sequence; within each cell under a milestone tasks are listed that are being tried at about the same time, again in an approximate developmental sequence.

The Task Analysis Chart

The Task Analysis Chart presents a task analysis of an Activity of Daily Living Skill in regard to its motor components. This chart is intended to show how an ADL task is broken down according to motor skills; other ADL tasks will require a different break-up and will have different motor components. It is hoped that this chart will help those involved in planning next step tasks for a student to recognize the motor components for each task, to plan for training prerequisites and component motor skills rather than planning to train splinter skills. In the example given, the evaluator/planner would include training for each prerequisite skill which is not displayed by the student, training for each of the movements involved in displaying the skill, and possibly use some of the suggestions as to correlative activities. This approach provides for coordinated skill development and avoids concentrating on splinter skills. However, in some cases the development of splinter skills may be necessary when, for example, the inability to perform that one task is hindering a student's movement into a less restrictive program.

(Top continued on next page)

THE SKILL CLUSTER CHART

Clusters of Motor Skills	Eating	Dressing	Grooming	Housekeeping
passive, follows objects with eyes no coordinated movement	sucks, swallows, takes various foods if fed	passive, begins to develop body awareness		
fingers grasp, can reach head	holds bottle (or feeder's hand) while being fed	holds on to parts of clothes while being dressed		
finger play, begin coordinated movement	begins to gum	holds on with two hands		
grasps, manipulates, lets go, turns head	holds bottle to feed	holds and releases various articles of clothing		
plays with feet, rolls over, uses one hand to manipulate	tries to finger feed solids, puts fingers in mouth	pulls off socks, completes rolling over initiated by adult during dressing	removes damp cloth if placed on cheek, extends legs during changing	
can sit alone, engages in drop and retrieve	holds spoon with one hand (does not get it into mouth)	assists in removal of clothing by extending hands and feet	brings cloth to face and wipes one cheek, brings objects to head	
simple imitation (claps), can pull a string toy	gets spoon into mouth (usually inverted)	finishes pulling on/off jerseys or tops, pushes arm through sleeve		
begins to creep	feeds semi-solids with spoon, finger feed with palmar grasp	pulls open fasteners, ties; pushes feet through pantlegs	places hand under running water if held to sink, brushes hair messily	tries to carry items while creeping

(Top)

Cluster of Motor Skills	has pincer grasp	imitates, cooperates, maintains standing with support	has two hand coordination, crawls	begins expressive language, uses one hand, begins to take single steps,	walks has holophrastic speech	recognizes pictures, runs	utters short phrases, can do simple clustering, jumps	utters short sentences, can classify, displays crude awareness of time
Eating	finger feeds solid food, assists in holding cup to lips, bites off food	selects items to finger feed, feeds solids with spoon, drinks, holding glass with two hands (unassisted)	tries to use fork to scoop, stabilizes dish on table, holds cup with one hand while drinking	scoops with fork, eats fairly neatly, always uses one hand for drinking cup	pierces with fork, serves self semi-solid foods, can use a straw to drink	knows names of simple foods, uses napkin, serves self with spoon	serves self with fork, knows what knife is for but can't use one	uses knife, continues to develop table manners, begins to prepare food, continues to work on eating skills
Dressing		recognizes articles of clothing and extends appropriate parts, tries to put on socks and shoes	unbuttons large buttons, opens large front zippers, takes off unfastened outer clothes	unfastens most closures, puts on socks-hats-mittens, has names for daily clothing (rough approximations of real names)	takes off pants, jersey, underclothes, puts on jersey,coat (backward) puts on slippers	puts on most clothing, fastens snap, tries to zip, button, hook. puts dirty clothes in bag if asked	can choose sock pairs, begins color naming, can button, selects outfits puts on shoes (can't tie)	works on fastening, can dress completely, works on care of clothes, works on choosing appropriate clothing
Grooming	extends hand for drying, assists in washing by wiping cloth over body in bath	continues to assist in washing, washing some parts without help	brushes hair (not in appropriate direction), puts toothbrush in mouth	washes hands with help, can wash face with help, tries to brush teeth, puts grooming tools away	bladder trained(day) bowel trained, brushes teeth at random	can bathe with supervision, wipes nose, tries to blow nose, allows nails to be cut, has sleeping bladder control	brushes teeth with help, washes hands and face, brushes hair	works on advanced grooming skills as necessary
Housekeeping	carries objects in hands while creeping	empties cupboards, toybox, occasionally returns items to cabinet	can screw on and off caps, pushes sponge across table in imitation, opens boxes (small cereal)	puts toys away on request, retrieves familiar objects, pours small amount of milk onto cereal	begins to help prepare jello, follows simple verbal directions, imitates sweeping	puts appropriate items on table for meal(not #), knows where food is kept, throws items in waste	cleans up from play, wipes up crumbs	works on housekeeping skills as necessary

TASK ANALYSIS CHART

ADL skill	Wnat student must be able to do before training starts (prerequisite skills)	Movements involved in displaying skill	Support activities to develop each skill
Brushes hair	Must have palmar grasp	Student picks up brush	Any task requiring picking up an object
	Must be able to bring hand to head (elbow flexion, wrist rotation, shoulder rotation) Must be able to take hand away from head	Brings brush to head (top, back, or side) Strokes bristles across head Moves brush away from head Repeats above 3 steps until each section of hair is brushed	Follows directions "Touch Your Head" or "Simon Says" game Washes and rinses hair in shower Puts on hat Removes hat from head "Simon Says" Wipes mouth with napkin
	Must put object on table and release	Returns brush to table	Any task which requires returning items to table

MOTOR DEVELOPMENT

Introduction

The Motor section of the Educational Evaluation and Planning Package is to be used for the gross and fine motor assessment of students and for the educational planning of their motor objectives. The main components of the Motor section are:

1) Motor Screening Assessment: which is designed to facilitate the identification of specific motor skill areas in which the student needs to receive a more comprehensive assessment.

2) Motor Performance Statements: which are divided into gross and fine motor areas and list specific motor skills in their usual order of attainment. The evaluator uses the performance statements to assess the student's ability to perform specific motor skills. This assessment information is used by the team to determine appropriate educational objectives. Each performance statement is coded by one of the letters A-I to indicate which skills both gross and fine, occur concurrently. Statements are categorized in two ways: by Subskill. which refers to the general area of motor development (i.e. locomotion, head control, facial), and Cluster, a further breakdown within each subskill (i.e. rolling, running, etc.).

3) Gross and Fine Motor Equipment Chart: which contains concise information regarding variables which should be considered for the proper use of adaptive equipment. The options within each variable category generally proceed from the most restrictive to the least restrictive. This chart is intended to assist the team in determining the least restrictive adaptive equipment necessary for the student to attain a specific objective. This chart should be used in conjunction with the Objective Chart.

4) Objective Chart: which may be used by the team to specify the various components of a motor objective (i.e. adaptive equipment, instructional intervention, student/teacher ratio, etc.).

Screening Assessment

The Motor Screening Assessment is designed to assist in the identification of those motor areas in which the student may require a more complete assessment. For each screening statement, check "observed" if the student performs the skill independent of instructional or mechanical assistance: check "unobserved/conditionally observed" if performance of the skill is dependent upon either instructional or mechanical assistance.

In cases where all responses on the screening assessment are marked "observed" the screening assessment can serve as the complete motor assessment. If the screening statement is "unobserved/conditionally observed" for any reason, the evaluator should complete the corresponding cluster (or subskill) section of the Motor Performance Statements.

FINE MOTOR

1.0 Subskill: FACIAL
1.1 Cluster: Tactile

Observed	Unobserved/ Conditionally Observed	
☐	☐	Responds to paper on face.

1.2 Cluster: Mouth and Voice

☐	☐	Sucks finger or food.
☐	☐	Mouths objects.
☐	☐	Uses lips, tongue, teeth to remove food from utensil.
☐	☐	Drinks through a straw.

1.3 Cluster: Eye

☐	☐	Focuses eyes.
☐	☐	Circularly follows moving object.
☐	☐	Glances from one object to another.

2.0 Subskill: BOWEL AND BLADDER
2.1 Cluster: Bowel and Bladder Control

☐	☐	Has bladder control. (see ADL Subskill Grooming, Cluster Toilet skills (3.3))

	Observed	Unobserved/ Conditionally Observed	
3.0 Subskill: BREATH CONTROL (see Language Section, Oral Facial Motor Control, Breath Control)			
4.0 Subskill: DIGITAL			
	☐	☐	Clenches hands, outside fingers strongest, with resistance to opening.
	☐	☐	Uses whole hand without thumb in grasping.
	☐	☐	Has partial thumb opposition.
	☐	☐	Releases object by gradual, symmetrical, extension of fingers.
	☐	☐	Has hand/eye coordination.
	☐	☐	Holds and drinks from glass or cup with one hand.
	☐	☐	Scribbles with pencil or crayon.
	☐	☐	Cuts with scissors in straight lines.
	☐	☐	Traces a circle.
	☐	☐	Draws a diagonal line.
	☐	☐	Holds paper with opposite hand when writing.
GROSS MOTOR			
5.0 Subskill: HEAD CONTROL			
	☐	☐	Lifts head in supine position.
	☐	☐	Stabilizes head in sitting.
	☐	☐	Swivels head on neck circularly.
6.0 Subskill: POSTURE 6.1 Cluster: Prone			
	☐	☐	Flexes arms and legs and humps buttocks.
	☐	☐	Extends arms and legs, buttocks flat.
	☐	☐	Supports self on forearms.

	Observed	Unobserved/ Conditionally Observed	
6.2 Cluster: Supine			
	☐	☐	Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward.
	☐	☐	Flexes elbows and knees, hips partially flexed - symmetry of movement.
6.3 Cluster: Sitting			
	☐	☐	Sits with back slightly flexed.
	☐	☐	Sits and turns from side to side.
	☐	☐	Raises self to sitting position.
	☐	☐	Sits with feet crossed at ankles.
6.4 Cluster: Standing and Squatting			
	☐	☐	Rises to toes when held to stand.
	☐	☐	Stands holding on, body erect.
	☐	☐	Stoops and recovers.
	☐	☐	Squats.
	☐	☐	Stands on walking board.
7.0 Subskill: LIMB CONTROL 7.1 Cluster: Arms/hands			
	☐	☐	Flexes arms at elbow.
	☐	☐	Holds object between two hands.
	☐	☐	Scratches with hands.
	☐	☐	Reaches for objects with one hand.
	☐	☐	Uses shoulder and elbow in throwing.
	☐	☐	Catches thrown ball.
7.2 Cluster: Legs			
	☐	☐	Flexes leg at knee.
	☐	☐	Lifts one foot when supported in standing.
	☐	☐	Kicks ball.

	Observed	Unobserved/ Conditionally Observed	
8.0 Subskill: LOCOMOTION			
8.1 Cluster: General			
	☐	☐	Rocks on all fours.
	☐	☐	Pulls large objects across floor.
	☐	☐	Carries a partially filled cup of water without spilling.
	☐	☐	Rides a swing, pumping with legs.
8.2 Cluster: Rolling			
	☐	☐	In supine pisition, rolls part way toward right side.
	☐	☐	Rolls from back to stomach.
	☐	☐	Moves across floor by rolling or squirming.
8.3 Cluster: Crawling/Creeping			
	☐	☐	Displays crawling movements without progressing when in prone position.
	☐	☐	Crawls on all fours, forward.
	☐	☐	Creeps backwards downstairs.
8.4 Cluster: Walking/Climbing			
	☐	☐	Walks with support.
	☐	☐	Walks on sole of foot with heel touching ground first.
	☐	☐	Walks forward, alternating forward foot.
	☐	☐	After climbing on objects, gets down.
	☐	☐	Walks upstairs, alternating feet.
8.5 Cluster: Running			
	☐	☐	Starts to run.
	☐	☐	Runs, avoiding obstacles.
	☐	☐	Gallops.

	Observed	Unobserved/ Conditionally Observed	
8.6 Cluster: Jumping			
	☐	☐	Jumps on toes.
	☐	☐	Jumps in one place on one foot(hops).
	☐	☐	Hops forward on alternating feet (skips).
	☐	☐	Jumps over swinging rope.
8.7 Cluster: Dancing			
	☐	☐	Dances without rhythm.
	☐	☐	Dances with rhythm.

Motor Development Performance Statements

The Motor Development Performance Statements are divided into Fine Motor Skills and Gross Motor Skills. Each of these sections is separated into Sub-skills and Performance Clusters to facilitate the location of a specific motor function. Each Sub-skill and Cluster lists skills in a general developmental order. The Sub-skills and Clusters are:

FINE MOTOR

1.0 Sub-skill FACIAL
1.1 Cluster: Tactile
1.2 Cluster: Mouth and Voice
1.3 Cluster: Eye

2.0 Sub-skill: BOWEL AND BLADDER
2.1 Cluster: Bowel and Bladder Control

3.0 Sub-skill: BREATH CONTROL (see language section - clusters: Oral Facial Motor Control, Breath Control)

4.0 Sub-skill: DIGITAL

GROSS MOTOR

5.0 Sub-skill: HEAD CONTROL

6.0 Sub-skill: POSTURE
6.1 Cluster: Prone
6.2 Cluster: Supine
6.3 Cluster: Sitting
6.4 Cluster: Standing and Squatting

7.0 Sub-skill: LIMB CONTROL
7.1 Cluster: Arms/Hands
7.2 Cluster: Legs

8.0 Sub-skill: LOCOMOTION
8.1 Cluster: General
8.2 Cluster: Rolling
8.3 Cluster: Crawling/Creeping
8.4 Cluster: Walking/Climbing
8.5 Cluster: Running
8.6 Cluster: Jumping
8.7 Cluster: Dancing

An evaluator should assess motor performance by referring to the skills within each sub-skill and by checking the box to the right which best describes the student's performance. The following is an explanation of the response choices for the Fine Motor Performance Statements.

A. Code: This column is used to provide the evaluator with information about concurrent development of motor skills. All motor skills with the same code letter develop at approximately the same time. There are nine code letters A through I.

B. Performance Observed: One of the two columns in this category should be checked when the student performs the skill in any fashion. The two choices under Performance Observed are:

performs unassisted: indicates that the student performs the skill independent of mechanical or instructional assistance.

performs assisted: refers to student performance which is contingent upon instructional or mechanical intervention. A check in this column should receive elaboration in the comments section. For example, the performance statement "walks forward alternating feet" should be assessed with a check in the "performs assisted" column if performance is contingent upon the use of a walker or teacher-given cues or assistance. Indicate the type, frequency, and duration of assistance in the comments column.

C. Performance Unobserved: One of the three columns in this category should be checked when the student's performance has not been observed. The choices under "Performance Unobserved" are:

medical constraints prevent performance: should be checked only if this assessment can be verified by an accompanying medical report.

further assessment needed: indicates that the assessor has inconclusive evidence on which to base an assessment of the student's performance. Wherever possible, further recommendations for assessment should be noted in the comments column.

assistance attempted: indicates that the appropriate form of assistance has not yet been determined. In this case, those methods which have been tried should be itemized in the comments column. Assessments which conclude that performance is dependent upon the mastery of pre-requisite skills should also be recorded in this column.

D. Comments: This column should be used to record information that expands upon checks in other columns or any other information which the evaluator thinks relevant.

Responses for Gross Motor Performance Statements

A. Code: see fine motor section

B. performance observed: The evaluator should check one of the first two columns in this category to indicate whether or not performance is assisted: the third and fourth columns are to be used to record specific information about performance.

performs unassisted: see Fine Motor section

performs assisted: see Fine Motor section

duration/frequency: should contain specific information describing either the amount of time required to perform the skill or the number of times the skill is performed within a designated period of time (e.g. hours, minutes, seconds, etc.).

distance/height: should contain specific measurement in inches or feet of the horizontal or vertical space covered in the performance of each skill to which this category is relevant.

The Performance Unobserved and the Comments categories are to be used in the Gross Motor section as they are used in the Fine Motor section of the Performance Statements.

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	1.0 Subskill: FACIAL						
	1.1 Cluster: Tactile						
A	Responds to feather on forehead (e.g. twitches, turns head).						
A	Responds to paper on face (e.g. turns head to free face from paper).						
	1.2 Cluster: Mouth and Voice						
A	Sucks fingers or food.						
A	Plays with own mouth (inserting fist, fingers in mouth).						
A	Vocalizes sounds. (for further assessment see Language)						
A	Opens mouth wide (as in cry or yawn).						
A	Smiles. (regardless of stimulus)						
A	Mouths objects.						
A	Locates mouth when eating with fingers.						
B	Moves food from front of mouth to back with tongue.						
B	Moves food from front of mouth to back by drawing with tongue and cheek movement.						
B	Takes food off spoon by sealing lips around spoon.						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	1.0 Subskill: FACIAL (cont.)						
	1.2 Cluster: Mouth and Voice (cont.)						
B	Eats semi-solids placed in mouth by sucking or mouthing food.						
B	Feeds self with fingers.						
B	Munches, doesn't suck (chews up and down only).						
B	Uses lips to contain saliva in mouth.						
B	Uses lips, tongue, teeth to remove food from utensil.						
C	Puckers lips to kiss.						
C	Moves food to side of mouth to chew and crushes food thoroughly.						
C	Locates mouth when eating with utensils.						
C	Drinks through a straw.						
	1.3 Cluster: Eye						
A	Focuses eye.						
A	Fixates with eyes.						
A	Converges eyes.						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	1.0 Subskill: FACIAL (cont.) 1.3 Cluster: Eye (Cont.)						
A	Laterally follows moving object or light.						
A	Vertically follows moving object or light.						
A	Circularly follows moving object or light.						
A	Searches with eyes for sound.						
A	Looks at(follows) vanishing object.						
A	Glances (focuses without fixating) from one object to another.						
B	Moves eyes without squinting.						
	2.0 Sub-skill: BOWEL AND BLADDER 2.1 Cluster: Bowel and Bladder control						
C	Has bowel control.						
E	Has bladder control. (see ADL section for further assessment)						
	3.0 Sub-Skill: BREATH CONTROL (see Language section: Cluster: Oral Facial Motor Control and Breat Control						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	4.0 Subskill: DIGITAL						
A	Clenches hands - outside fingers strongest with resistance to opening.						
A	Clenches hand on contact with object, then drops.						
A	Clasps and unclasps hands (interlocking fingers).						
A	Uses whole hand without thumb in grasping (palmar grasp).						
A	Holds object in one hand. (palm upward and cupped)						
A	Has hand-eye coordination in reaching.						
A	Closes on dangling object.						
A	Scratches and rakes with fingers.						
A	Makes fist.						
A	Squeezes an object.						
A	Shakes object.						
A	Transfers object from hand to hand at midline.						
A	Releases object immediately when fingers are pried open. (slightly pried)						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	4.0 Subskill: DIGITAL (cont.)						
B	Bangs with fist.						
B	Holds thumb tip opposite other fingers when holding object.						
B	Simultaneously manipulates object and rotates wrist.						
B	Releases object by pressing against a firm surface.						
B	Releases object with abrupt extension of fingers only.						
B	Points with index finger.						
B	Plucks a string with one finger in a single motion instead of an abrupt motion.						
C	Releases object with gradual, symmetrical extension of fingers.						
C	Holds and drinks from glass or cup with two hands.						
C	Holds and drinks from cup or glass with one hand.						
D	Turns knob.						
D	Scribbles with pencil or crayon.						
D	Stacks small objects.						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	4.0 Subskill: DIGITAL (cont.)						
E	Unzips zipper						
E	Unbuttons buttons (designate size)						
E	Unscrews lid.						
E	Strings beads (designate diameter in inches)						
E	Removes wrapper from candy.						
E	Manipulates egg beater.						
E	Feeds self with fork.						
E	Consistently favors one hand.						
F	Holds pencil or crayon with thumb and fingers.						
F	Snips with scissors.						
F	Cuts with scissors in straight lines.						
F	Makes line with crayon or pencil that starts and stops at designated points.						
F	Traces circle.						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	4.0 Subskill: DIGITAL (cont.)						
F	Traces cross.						
F	Closes fist and wiggles thumb in imitation.						
G	Brushes teeth.						
G	Pours from one quart pitcher.						
H	Cuts with scissors along curved or angling lines.						
H	Imitates spreading of hand and bringing thumb into opposition with each finger (right and left).						
H	Folds paper (with edges overlapping).						
H	Folds paper with edges together.						
H	Traces square.						
H	Laces shoes.						
H	Holds paper with opposite hand when writing.						
I	Traces triangle.						
I	Traces rectangle.						

* a check in this column must be accompanied by a medical report

FINE MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed		Performance Unobserved			Comments
		performs unassisted	performs assisted	* medical constraints prevent performance	further assessment needed	assistance attempted	
	4.0 Subskill: DIGITAL (cont.)						
I	Traces star.						
I	Touches fingers on one hand with index finger of other.						
I	Draws a diagonal line.						
I	Ties shoe laces.						

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	5.0 Subskill: **HEAD CONTROL**								
A	Lifts head in supine position.								
A	Lifts head in prone position.								
A	Drops head in sitting.								
A	Bobs head in sitting.								
A	Stabilizes (balances) head in prone.								
A	Stabilizes head in sitting.								
A	Stabilizes head in supine.								
A	Stabilizes head when body is tilted.								
A	Swivels head on neck - moves head in every direction. vertically.								
A	Swivels head on neck - moves head in every direction horizontally.								
A	Swivels head on neck - moves head in every direction circularly.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	6.0 Subskill: HEAD CONTROL POSTURE								
	6.1 Cluster: Prone								
A	Flexes arms and legs and humps buttocks.								
A	Extends arms and legs, buttocks flat (when awake)								
A	Supports self on forearms.								
	6.2 Cluster: Supine								
A	Outstretches arms and legs on same side or flexes both arms, with knees apart, soles of feet turned inward.								
A	Flexes elbows and knees, hips partially flexed - symmetry of movement.								
	6.3 Cluster: Sitting								
B	Sits with back slightly flexed.								
B	Sits with back erect.								
B	Sits with legs flexed.								
B	Sits with legs extended.								
B	Sits and turns from side to side. (sits and pivots)								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	6.0 Subskill: POSTURE (cont.)								
	6.3 Cluster: Sitting (cont.)								
B	Pulls self to sitting position.								
B	Bounces actively in sitting.								
B	Sits, leans forward, returns to erect position.								
B	Raises self to sitting position.								
B	Sits, goes over to prone position.								
D	Seats self in chair by backing into chair or sliding in sideways.								
D	Seats self in chair by lowering body with legs.								
G	Sits with feet crossed at ankles.								
	6.4 Cluster: Standing and Squatting								
A	Rises to toes when held to stand.								
A	Takes weight in standing, knees flexed.								
A	Stands holding on, bottom out.								
B	Bounces up and down when held in standing position.								
B	Pulls self to stand.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	6.0 Subskill: POSTURE (cont.)								
	6.3 Cluster: Standing and Squatting (cont.)								
B	Stands holding on, body erect.								
B	Lowers self from standing (indicate how)								
B	Stands without support.								
B	Stoops and recovers. (balance)								
C	Stands up. (Depending on conditions, this skill can cover several clusters.)								
C	Stands on one foot.								
C	Kneels.								
E	Bends at waist to pick up object.								
E	Squats.								
E	Rises to feet without using hands.								
F	Stands on tip-toe.								
H	Stands on walking board.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	7.0 Subskill: LIMB CONTROL								
	7.1 Cluster: Arms-hands								
A	Flexes arm at elbow.								
A	Rotates arms at shoulder.								
A	Thrusts arms when on back.								
A	Keeps hands predominantly open.								
A	Holds object between two hands.								
A	Closes on dangling object with two hands.								
A	Pulls object toward self with hand (s).								
A	Pushes object away from self with hand(s).								
A	Rotates wrist.								
A	Pats with hands.								
A	Scratches with hands.								
A	Rakes with hands.								
A	Reaches for objects with both hands. (supine)								
A	Reaches for objects, weight on forearm. (prone position)								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	7.0 Subskill: LIMB CONTROL (cont.)								
	7.1 Cluster: Arms-Hands (cont.)								
A	Reaches for objects with one hand (while sitting/standing).								
A	Clutches objects (i.e. grasps and moves arm toward body).								
B	Gestures with hands.								
E	Throws ball (in any fashion).								
E	Pounds or rolls clay (indicate whether with one or two hands.)								
G	Throws ball overhead (specify one hand or two; describe accuracy)								
G	Uses shoulder and elbow in throwing (specify one hand or two; describe accuracy)								
G	Catches bounced ball (specify one hand or two)								
H	Throws ball overhand (specify one hand or two; describe accuracy)								
H	Throws ball underhand (specify one hand or two; describe accuracy)								
H	Catches thrown ball (specify one hand or two)								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	7.0 Subskill: LIMB CONTROL (cont.) 7.2 Cluster: Legs								
A	Flexes (bends) leg at knee.								
A	Rotates leg at hip joint.								
A	Thrusts legs when on back.								
A	Lifts one foot when supported in standing.								
B	Kicks alternate legs.								
D	Kicks ball.								
	8.0 Subskill: LOCOMOTION 8.1 Cluster: General								
B	Rocks on all fours.								
D	Pulls large objects on floor.								
D	Carries large objects while walking.								
F	Pushes large objects on floor without steering around other objects.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.)								
	8.1 Cluster: General (cont.)								
G	Pushes large objects on floor and steers around other objects.								
G	Pulls large objects on floor and steers around other objects.								
G	Carries a partially filled cup of water (without spills).								
G	Pedals adult or child sized tricycle.								
G	Turns wide corners on tricycle.								
G	Rides a swing, pumping with legs.								
	8.2 Cluster: Rolling (indicate frequency, use of physical assists)								
A	In supine position, rolls part way toward right side.								
A	In supine, rolls part way toward left side.								
A	In prone position rolls part way toward right side.								
A	In prone, rolls part way toward left side.								
B	Rolls from stomach to back.								
B	Rolls from back to stomach.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.)								
	8.2 Cluster: Rolling (cont.)								
B	Moves across floor by rolling or squirming.								
	8.3 Cluster: Crawling/Creeping (indicate frequency, distance)								
A	Displays crawling movements without progressing when in prone position.								
A	Creeps on tummy. (stomach touching floor)								
C	Creeps upstairs.								
C	Crawls on all fours, forward.								
C	Crawls on all fours, backward.								
C	Crawls upstairs and slides back down on buttocks.								
D	Creeps backwards down stairs.								
	8.4 Cluster: Walking/Climbing								
B	Walks with support.								
B	Walks on sole of foot with heel touching ground first.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.) 8.4 Cluster: Walking/Climbing (cont.)								
B	Walks with same foot forward (cruises around furniture).								
C	Walks with feet apart (indicate distance between feet).								
C	Walks forward alternating feet. (indicate position of arms and shoulders)								
C	Climbs on objects (furniture, play equipment) one foot at a time, hand over hand, alternating feet.								
D	Starts and stops walking.								
D	Walks on incline. (indicate position of arms and shoulders)								
E	Walks with arms extended.								
E	Walks with opposite arms and legs forward.								
E	Walks on tip-toe.								
E	After climbing on objects, gets down again.								
F	Walks on walking board. (indicate if alternating feet)								
F	Walks upstairs.								
G	Walks on line. (indicate deviation)								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.)								
	8.4 Cluster: Walking/Climbing (cont.)								
G	Walks upstairs, alternating feet.								
	8.5 Cluster: Running (Indicate rate, duration)								
D	Starts running.								
D	Stops running.								
D	Runs without falling.								
E	Runs in a straight line only.								
E	Runs avoiding obstacles.								
F	Gallops.								
G	Runs turning around obstacles and corners.								
I	Runs on tip-toe.								
I	Runs while playing games.								
	8.6 Cluster: Jumping (Indicate distance, height, breath)								
D	Jumps flatfooted.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.)								
	8.6 Cluster: Jumping (cont.)								
D	Jumps in place. (two feet together)								
D	Jumps on toes.								
E	Jumps with feet apart.								
E	Jumps forward. (indicate if with one foot or two)								
E	Jumps from height. (indicate height)								
F	Jumps with feet together.								
F	Jumps in one place on one foot (hops).								
F	Makes a standing broad jump.								
G	Jumps backward.								
G	Hops forward on each foot (without alternating).								
I	Hops forward on alternating feet (skips).								
I	Jumps over swinging rope.								

* a check in this column must be accompanied by a medical report

GROSS MOTOR PERFORMANCE STATEMENTS

Code		Performance Observed				Performance Unobserved			Comments
		performs unassisted	performs assisted	duration/frequency	distance/height	* medical constraints prevent performance	further assessment needed	assistance attempted	
	8.0 Subskill: LOCOMOTION (cont.)								
	8.7 Cluster: Dancing								
I	Dances without rhythm.								
I	Dances with rhythm.								
	Indicate whether student ice skates, rollerskates, snow or water skis, swimming, etc.								

* a check in this column must be accompanied by a medical report

The Gross and Fine Motor Equipment Chart

The Gross and Fine Motor Equipment Chart presents five variables which should be considered by an educational planner or physician in determining the least restrictive use of equipment by a student. Before a motor objective is written for a student who uses adaptive equipment, an evaluator should review these five variables to determine if it is possible for the student to move to a less restrictive use of adaptive equipment.

The five variables which serve as column headings for the Equipment Chart are:

> Types of Equipment - This variable refers to any type of adaptive, mechanical intervention a student might use to increase competency in a motor skill. The Chart's list of adaptive equipment is not exhaustive; however, it does provide general guidelines.
>
> Time Intervals of Use - Possible time intervals during which a specific piece of equipment may be used are listed in this column. In instances where intervals of time are not relevant to the use of equipment, this column would be by-passing.
>
> Frequencies of Use - The frequency with which a piece of equipment is used refers to the number of times in twenty-four hours the student requires a specific piece of adaptive equipment for the performance of a motor skill. An increase or decrease in the frequency with which a piece of equipment is used can determine the degree to which the student is restricted in motor performance.
>
> Situations Surrounding Use - Situations from daily living around which the use of adaptive equipment may revolve are randomly listed. Equipment which a student uses may not be necessary in all situations. A student's objective should indicate those situations in which there is a need for mechanical intervention. When use of equipment is not situationally determined, this column need not be considered.
>
> Types of Assistance Required for Proper Use - Assistance for proper use of equipment may vary in time, situation, degree of assistance, or number of assistants needed. When appropriate, these factors should be examined to determine the least restrictive type (s) of assistance to be incorporated into a student's educational program.

Manipulation of the options described in the Gross and Fine Motor Equipment Chart should be done cautiously and only with medical guidance.

(All alterations in equipment must be made under a doctor's supervision)

GROSS AND FINE MOTOR EQUIPMENT CHART (for Assessment)

TYPES OF EQUIPMENT	TIME INTERVALS OF USE	FREQUENCIES OF USE	SITUATIONS SURROUNDING USE	ASSISTANCE PROVIDED FOR PROPER USE
GROSS MOTOR: railings	continual	constant	locomotion	total assistance from another *
bed	situationally determined (see column 4)	situationally determined (see column 4)	communication	partial, specific assistance is required at random times throughout the day.
wheel chair	waking hours	10 or more times per day	academics	
sliding board	sleeping hours		fatigue	
braces	12 - 16 hours	7 - 9 times per day	self hygiene	assistance is required at fixed intervals/ at fixed hours during the day.
crutches	8 - 11 hours	4 - 6 times per day	sitting	
walker	4 - 7 hours	2 - 3 times per day	standing	assistance is required only when it is requested by the student.
cane	2 - 3 hours	0 - 1 time per day	toileting	
orthopedic shoes	0 - 1 hour		dressing	
			eating	
FINE MOTOR: pointer for head			grooming	
braces	Time is not a factor.	Not a factor of use.	other___________	Not required.
typewriter			Not a factor in use.	
large pencil				*indicate if more than one person is required.
adaptive pencil grip				

The Objective Chart

The Objective Chart is intended to assist educational planners to detail specific motor objectives and other information relevant to a student's objectives. Included on the chart are mechanical intervention (the use of adaptive equipment), instructional intervention, and suggested student teacher ratio.

Objective	Mechanical Intervention Required to Attain Objective	Instructional or Environmental Intervention Required to Attain Objective	Recommended Student/ Teacher Ratio

References

Bayley Scales of Infant Development

Cattell Infant Intelligence Test

Denver Development Screening Test

Developmental Guidelines (Sprugel and Goldberg)

Gesell Developmental Schedules

Merrill Palmer Scale

Sheriden Developmental Scale

Slosson Intelligence Test

Vineland Social Maturity Scale

Hurlock, Elizabeth. Child Development. New York: McGraw-Hill, 1956.

EARLY LANGUAGE DEVELOPMENT

Introduction

Included in the Early Language section are three components which together are intended to provide the following: assistance in pinpointing language skill areas requiring detailed assessment; a method for determining skill level and a choice of feasible learning objectives for the student's continued progress in the several skill areas of language development: and a means of determining objectives compatible with selected language objectives to provide an integrated, developmentally logical program.

1) Screening Assessment: This is a set of broadly stated objectives that summarize the skills within particular skill areas, such as Perception, Motor Control, etc. The objectives are the "terminal objectives" for the skill areas. By reviewing the objectives in the screen, the evaluator is able to determine which skill areas are part of the student's current repertoire and which need more detailed assessment.

2) Performance Statements: After determining which skill areas should be assessed in detail, the evaluator may then select the corresponding sets of performance statements which describe the "facilitating" or intermediate skills which must be acquired before the terminal objective is met. An item-by-item review of the statements in a skill area reveals the skills the student already displays and those that are potential learning objectives. The response format also notes various conditions of performance thus providing important programming information.

3) Next Step Charts: The first of these is a "Cross-Cluster" chart which is provided to give the evaluator/teacher an index to the performance levels that might be expected of a student at a given stage of development in six language related areas: Motor. Articulation, Perceptual-Motor, Expression, Reception, and Cognition. The chart is intended to be used as a rough index; the teacher must allow individual differences in students' communication styles and developmental sequences to structure its use.

   The second chart, the "Language Objectives Chart" is provided as an aid for considering individual differences when planning the programming of a specific language objective. The chart requires the objective to be broken down into communication channels for both the student and the teacher and may be used for planning, record keeping, or task analysis of skills.

The following outline lists skill areas that are part of the total "Language Development" process. The statements contained in this volume represent only the beginning levels of reception, association and expression. Each of the headings listed below describes one or more potential skill clusters. Those printed in capitals have been written in some detail in this volume. The starred (*) headings are incomplete clusters which will be reorganized and treated more precisely in the second volume of the Educational Evaluation and Planning Package. The headings enclosed in parentheses are clusters now being developed and not included in this volume. Those clusters will undergo extensive refinement before their publication in the second volume. The list below is incomplete and tentative; addition and revision is to be expected. The outline is included to give the reader an idea of the end goals and of the relevance of each cluster to those end goals.

"RECEPTION"

PERCEPTION:
- TACTILE
- VISUAL
- AUDITORY

COMPREHENSION:
- NONVERBAL
- Verbal/Signed*
- Prepositions *
- Sentences *
- (Relationships: agent/action/object)
- Numbers *
- (Letters)
- Signs *
- (Written Words)

(Reading:
- Word Recognition
- Sentence Recognition
- ...)

(Grammatical Relationships)

(Concepts)

"ASSOCIATION"

PERCEPTUAL MOTOR:
- IMITATION
- Body Image*

PERCEPTUAL CONCEPTS:
- Quantity *
- (Time)
- Space *
- Self/Other *
- (Reality)

Conceptualization *

(Cognition)

"EXPRESSION" (Speech & Sign)

MOTOR CONTROL:
- ORAL/FACIAL
- MANUAL/GESTURAL
- (Manual/Graphic)

BASIC EXPRESSION:
- GESTURES
- VOCALIZATION

PHONOLOGY:
- BABBLING
- ARTICULATION
- Breath Control*

SYNTAX DEVELOPMENT:
- SINGLE WORD/
- TWO WORD SENTENCE
- Questions *
- Noun Phrases *
- Pronouns *
- Prepositions *
- 3 Word Sentence *
- Conjunctions *

Object/Action/Agent Relationships*

Syntax Elaboration:*
- (Adverbs)
- Adjectives *
- (Compound sentences)
- (Complex sentences)

(Descriptive Expression: ....)

(Graphic Expression)

Early Language Screening Assessment

The Screening Assessment is intended to save time and to concentrate the evaluator's efforts in the areas where detailed assessment is indicated. In the screen below, the objectives are listed sequentially and grouped according to skill area (Perception, Motor Control, etc.). The objectives listed summarize the performance statements within a cluster of skills.

The evaluator should respond to each item on the screening assessment. If the skill described is displayed spontaneously by the student and in the appropriate context, then the evaluator should mark "Observed." If intervention or prerequisite instruction is necessary to encourage the student to display the skill at the appropriate time, then the evaluator should mark "Conditionally Observed." If the evaluator determines that an objective is "Nonapplicable medically," then a medical or clinical report justifying that decision must be included.

When all objectives on the screening device are "Observed," then the screen may serve as the entire Early Language Assessment. If an objective is marked "Conditionally observed," the evaluator should then complete the cluster checklist in the Performance Statements Section which corresponds to that objective. The completed Screening Assessment together with any completed cluster checklist and medical reports then comprise the Early Language Assessment.

PERCEPTION	Observed	Conditionally Observed	Nonapplicable Medically
1. Anticipates events by interpreting tactile cues, e.g., expects meals when seated at table or touched with spoon to lips.	☐	☐	☐
2. Localizes with eyes and follows an object across his/her total field of vision.	☐	☐	☐
3. Anticipates events by interpreting visual cues (mother with coat on means going out).	☐	☐	☐
4. Localizes sounds by turning eyes, head, body in correct direction	☐	☐	☐
5. Identifies familiar sounds with the source of that sound.	☐	☐	☐

		Observed	Conditionally Observed	Nonapplicable Medically
6.	Attaches meaning to familiar sounds, anticipates events by interpreting auditory cues.	☐	☐	☐
MOTOR CONTROL				
7.	Mouths and chews toys and other objects.	☐	☐	☐
8.	Moves mouth, lips, tongue, and controls breathing while eating; bites, chews and swallows food.	☐	☐	☐
9.	Drinks liquids through a straw.	☐	☐	☐
10.	Bends arm, flexes wrist, and moves fingers of hand individually.	☐	☐	☐
PERCEPTUAL-MOTOR				
11.	Imitates single and paired gross motor movements demonstrated visually or tactually.	☐	☐	☐
12.	Moves tongue, lips, mouth in imitation of single movements demonstrated visually or tactually.	☐	☐	☐
13.	Reproduces simple (4 beat) irregular rhythm patterns transmitted through sound, visual example or touch.	☐	☐	☐
14.	Takes two short, deep breaths imitating the breathing rhythm given by teacher.	☐	☐	☐
15.	Touches body parts of doll or teacher in imitation of teacher.	☐	☐	☐
16.	Moves own body around, under, over and between obstacles.	☐	☐	☐
17.	Positions objects in imitation of teacher's actions.	☐	☐	☐
RECEPTIVE COMPREHENSION				
18.	Follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual.	☐	☐	☐
19.	Follows simple (single concept) gross motor commands communicated through words paired with gestures.	☐	☐	☐

		Observed	Conditionally Observed	Nonapplicable Medically
20.	Follows simple (single concept) gross motor commands communicated orally & verbally or by sign (North American Sign or other accepted system).	☐	☐	☐
21.	Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on request.	☐	☐	☐
22.	Carries out three step directions involving prepositions and more than one object.	☐	☐	☐
23.	Remembers a three-step performance sequence; retains word up to two minutes and repeats/recognizes word.	☐	☐	☐
BASIC EXPRESSION				
24.	Uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet).	☐	☐	☐
25.	Gestures to express activities and verb ideas such as "GO".	☐	☐	☐
26.	Vocalizes to gain attention, to express satisfaction or discomfort, for own entertainment (no apparent stimulus).	☐	☐	☐
27.	"Names" in his/her own word sounds one familiar object or person.	☐	☐	☐
28.	Names objects and pictures of familiar objects, up to six.	☐	☐	☐
PHONOLOGY				
* 29.	Produces assorted vowel like noises vocally including the sounds ah, o͞o, ū, ō, ā, ē, and blends of these sounds with consonants including ma, ba, ga, da, etc.	☐	☐	☐
* 30.	Articulates the vowels and dipthongs: ē, ĭ, ĕ, ă, ŭ, ŏ, a̤, ä, o͝o, o͞o, ā, ī, ō, ū, ou, oi.	☐	☐	☐
* 31.	Articulates the voiced consonants: v, tħ, b. d, g, z, zh, j, m, n, ng, l, r, w. y.	☐	☐	☐
* 32.	Articulates the voiceless consonants: h,wh, f, p, t, k, s, sh, ch, th.	☐	☐	☐

* Example words in performance statement.

	Observed	Conditionally Observed	Nonapplicable Medically
33. Articulates the consonants as they appear in the initial, medial, and/or final positions.	☐	☐	☐
34. Articulates consonant blends, including R blends, L blends, S blends and three element blends.	☐	☐	☐
35. Demonstrates breath control in speech by correctly imitating the teacher's differentiation of sounds in word pairs such as "it, hit."	☐	☐	☐
SYNTAX DEVELOPMENT			
36. Uses single words/signs in different capacities, including nominative, possessive, imperative.	☐	☐	☐
37. Uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun.	☐	☐	☐
38. Asks "Wh-" questions.	☐	☐	☐
39. Asks questions by reversing word order, beginning sentence with verb.	☐	☐	☐
40. Uses adjectives and possessive pronouns with nouns.	☐	☐	☐
41. Uses regular plurals of familiar nouns.			
42. Uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects.	☐	☐	☐
43. Uses prepositions to express the location of a visible object in answer to the question, "Where is the ______?"	☐	☐	☐
44. Uses three-word sentence patterns that include a subject and verb.	☐	☐	☐
45. Uses conjunctions "and," "but", "or" to link like units, noun to noun, verb to verb, sentence to sentence.	☐	☐	☐
46. Uses simple present tense of regular verbs with subject-verb agreement.	☐	☐	☐
47. Forms past tense of regular verbs and of familiar irregulars (e.g., "went").	☐	☐	☐
48. Uses "do" and "can" as auxilaries to form present tenses.	☐	☐	☐

	Observed	Conditionally Observed	Nonapplicable Medically
49. Uses "not" in a noun-verb construction to negate the stated action.	☐	☐	☐
50. Uses adjective forms with the "to be" verbs or with "got" to express the passive idea - "is broken" "got hurt."	☐	☐	☐

CONCEPT FORMATION

51. Puts together items that go together because of shared attribute e.g., matches by color, size, shape, category.	☐	☐	☐
52. Distributes objects in containers in a 1-to-1 correspondence.	☐	☐	☐
53. Counts three objects.	☐	☐	☐
54. Puts together 12 piece puzzle	☐	☐	☐
55. Matches pictures of same object taken from different perspectives.	☐	☐	☐
56. Sequences set of objects according to graduated size.	☐	☐	☐
57. Sequences set of four pictures according to time of occurence of pictured action.	☐	☐	☐

Early Language Development Performance Statements

The performance statements are labeled by "Skill Area" (e.g., Perception, Phonology) and "Cluster" (e.g., Tactile Perception, Articulation). For each cluster there are one or more "Terminal Objective(s)." These terminal objectives are the numbered objectives which appear on the Screening Assessment. The evaluator uses these objectives as an index to select the clusters of performance statements which should be reviewed. For any objective marked Conditionally Observed on the screen, the evaluator should select the corresponding list of performance statements and record the conditions under which performance of each skill occurs. The conditions are explained below.

A. Performance without assistance: The evaluator checks this space if the student displays the skill both independently and in response to the appropriate situation.

B. Performance occurs when teacher intervenes: If the student does not display the skill independently, the evaluator may restructure the situation in any of the following ways to elicit the desired response.

Motivational/Social Intervention: By giving social praise or a form of tangible reinforcement or reward, the teacher attempts to encourage the desired behavior.

Environmental Structure: The teacher changes the setting, altering the location, atmosphere, amount of distraction, etc.

Instructional Directions: The evaluator instructs the student as to what actions s/he should perform, e.g., "Open your mouth." Directions may be spoken, written, gestured, or signed.

Instructional Demonstration: The evaluator performs the skill showing the student exactly what is expected. Models may be visual (demonstration of a motor movement), auditory (demonstration of a sound or verbal pattern), or tactile (demonstration of a position, vibration or motion which the student may feel) . . . Or a combination of all three.

Physical Assistance: The evaluator leads the student through the physical (motor) components of the skill, actually performing the movements with or for the student.

C. Performance not Observed: The evaluator did not see the skill displayed with or without intervention.

Every intervention category may not apply to every performance statement. For example, the statements in the "Imitation" clusters include a model as part of the skill. Also, certain of the more advanced oral expressive skills may not have a specific motor component as ability to articulate is already assumed.

A category of "Non-applicable" has not been provided. In most cases, there is no observable basis for determining that underlying physiological, psychoemotional or cognitive factors exist that might explain the presence or absence of language skills. What is sometimes observable is the efficiency or appropriateness of a particular mode of reception or expression, i.e., sight, speech, sign, hearing, etc. An attempt has been made to cluster skills according to receptive and expressive modes (Auditory, Tactile, Visual; Manual, Oral, Graphic) so that the evaluator may select appropriate clusters.

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTION

CLUSTER: Tactile Perception

Terminal Objective(s):

1. Student anticipates events by interpreting tactile cues, e.g., expects meals when seated at table.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Smiles, changes expression in response to touching and handling when caressed.									
2. "Watches" own hands move, feels hand motion by placing hands against cheek, etc.									
3. Plays with own body or clothing.									
4. Engages in sensory exploration of objects with hands, mouth, eyes, etc.									
5. Responds to vibration of moving or vibrating object touched to skin.									
6. Startles or moves when touched with cold or wet surface, e.g., with an ice cube.									
7. Turns to "see" when touched on shoulder from behind.									
8. Turns to "see" when person behind blows gently on student's neck.									
9. Recognizes touch of familiar person.									
10. Responds to touch of spoon, bottle at mouth by expecting food.									
11. Uses cues such as touch, motion (of elevator, chair) to anticipate what will happen.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTION

CLUSTER: Visual Perception

Terminal Objective(s):

2. Student localizes with eyes and follows an object across total field of vision.

3. Student anticipates events by interpreting visual cues.

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Blinks, turns away from, looks toward light introduced suddenly.									
2. Looks at objects held in front of face.									
3. Looks at faces coming into circle of vision.									
4. Follows movement of objects to midline.									
5. Follows movement of objects across midline.									
6. Meets another person's eyes momentarily when face to face.									
7. Follows with eyes vertical movement of object.									
8. Follows with eyes horizontal movement of object.									
9. Follows with eyes circular movement of object.									
10. Looks at speaker, object for up to one minute.									
11. Plays with mirror image.									
12. Inspects objects, looking at them, turning them around, etc.									
13. Glances from one object to another.									
14. Looks through contents of box, picking up different objects, staring at them, etc.									
15. Looks at pictures if they are named or pointed to, continues looking about 20 seconds.									
16. Recognizes familiar faces, approaches or changes expressions in greeting.									
17. Looks after fallen or disappearing object.									
18. Anticipates events by interpreting visual cues (Mother with coat on indicates leaving).									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTION

CLUSTER: Auditory Perception

Terminal Objective(s):

4. Student localizes sounds by turning eyes, head, body in correct direction.
5. Student identifies familiar sounds with the source of that sound.
6. Student attaches meaning to familiar sounds, anticipates events by interpreting auditory cues.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Demonstrates a startle response to sudden, loud noise (bell, horn, clap).									
2. Changes expression or stops activity when a distinct sound is heard (ring of bell, click).									
3. Cries, smiles, moves, etc. when a voice is heard.									
4. Changes or stops activity at any intrusive sound (different in volume, source, etc.)									
5. Changes or stops activity when any voice is heard.									
6. Changes or stops activity when a continuous (2 to 3 minute) noise ceases.									
7. Searches with eyes or by turning head or body for source of sound.									
8. Localizes sounds by turning eyes, head, body in direction of sound source.									
9. Turns head or eyes to locate sound of fallen object dropping to floor.									
10. Localizes speaker with eyes/body orientation.									
11. Follows alternating sources of sound by moving eyes/head back & forth between 2 sources.									
12. Demonstrates recognition of familiar voice by searching, looking, smiling, etc.									
13. Recognizes own name, responding by looking, smiling, coming, etc.									
14. Responds to "NO" by ceasing activity, withdrawing.									
15. Identifies source of environmental sounds by pointing, looking (dog barking, phone ringing).									
16. Anticipates events by interpreting auditory cues (car motor in drive indicates visitor).									
17. Identifies sound with object which produced sound - hears bell ring, selects bell from choice of noisemakers.									

LANGUAGE SKILL AREA: MOTOR CONTROL

CLUSTER: Oralfacial Motor Control

Terminal Objective(s):

7. Student mouths and chews toys and other objects.
8. Student moves mouth, lips, tongue, and controls breathing while eating; bites, chews and swallows food.
9. Student drinks liquids from a straw.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Moves tongue, inhales, exhales, closes mouth observed when s/he a. cries									
b. yawns									
c. sneezes									
d. coughs									
2. Plays with own mouth, inserting fist or fingers in mouth.									
3. Brings objects up to face for inspection.									
4. Touches objects to lips.									
5. Mouths objects.									
6. Licks objects.									
7. Bites and chews objects.									
8. Opens mouth when offered food, bottle.									
9. Closes lips to form partial seal around nipple, finger, spoon.									
10. Closes mouth, observed while eating.									
11. Closes lips, observed while eating.									
12. Sucks and swallows when bottle containing liquid is held to lips.									
13. Breathes through nose while sucking, eating.									
14. Drops tongue to allow food to enter mouth.									
15. Sucks liquid from cup or glass held against lips.									
16. Moves liquid, food from front of mouth to back of mouth by drawing with tongue & cheek.									
17. Moves food from front of mouth to back of mouth with tongue.									
18. Takes food off spoon by sealing lips around spoon.									
19. Eats semisolids placed in mouth by sucking, mouthing food.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: MOTOR CONTROL

CLUSTER: Oralfacial Motor Control, continued

Terminal Objective(s):

(Objectives 7-9, continued)

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
20. Uses lips, tongue, teeth to remove food from fork.									
21. Bites off portion of soft, solid food (fish stick, cake, cracker, etc.).									
22. Moves food to side of mouth to chew and crush.									
23. Chews and crushes food thoroughly before swallowing.									
24. Licks lollipop or ice cream cone.									
25. Sucks hard candy.									
26. Blows bubbles in drink, blows on food.									
27. Blows through a straw.									
28. Sucks through a straw.									
29. Drinks through a straw.									
20. Chews gum.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: MOTOR CONTROL

CLUSTER: Manual and Gestural Motor Control

Terminal Objective(s):

10. Student bends arm, flexes wrist, and moves fingers of hand individually.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Brings hand to mouth.									
2. Reaches with both hands.									
3. Reaches with one hand.									
4. Raises one arm to shoulder level.									
5. Raises one arm above head.									
6. Bends elbow, bringing arm against chest from extended position.									
7. Picks up objects with palmar grasp.									
8. Transfers an object from one place to another.									
9. Waves hand.									
10. Uses thumb opposed to several extended fingers to pick up small objects.									
11. Uses thumb and tip of index finger to pick up pellet-sized objects.									
12. Releases objects held in hand.									
13. Points with index finger.									
14. Pushes small car back and forth on table top.									
15. Uses both hands together, one holding, one manipulating.									
16. Traces with index finger (using either visual or tactual cues as guide).									
17. Moves outstretched arm from one side of body to other.									
18. Holds hand in palm position, fingers straight.									
19. Closes hand into fist.									
20. Closes fist and moves thumb.									
21. Rotates wrist.									
22. Touches tip of thumb to tip of each finger of same hand one at a time.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR

CLUSTER: Gross Motor Imitation

Terminal Objective(s):
11. Student imitates single and paired gross motor movements demonstrated visually or tactually.

Facilitating Skills: (The teacher may substitute for the following any more - appropriate gross movement).

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
FOLLOWING A DEMONSTRATION OF THE ACTION BY THE									
TEACHER, THE STUDENT									
1. Raises arm in imitation.									
2. Waves hand.									
3. Claps hands.									
4. Shakes head.									
5. Nods head.									
6. Shakes rattle/plays with ball.									
7. Bends over to touch floor from sitting.									
8. Places hands on knees.									
9. Raises foot off floor.									
10. Stands up.									
11. Claps hands then raises arms.									
12. Stands up then sits down.									
13. Claps hands then touches head.									
(PAIR ANY TWO GROSS MOTOR MOVEMENTS)									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR

CLUSTER: Motor Control of Speech Mechanisms

Terminal Objective(s):

12. Student moves tongue, lips, mouth in imitation of single movements demonstrated visually or tactually.

Facilitating Skills: (no substitution)

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
FOLLOWING A DEMONSTRATION OF THE ACTION BY THE									
TEACHER, THE STUDENT									
1. Opens mouth wide.									
2. Closes mouth.									
3. Parts lips.									
4. Seals lips.									
5. Points tongue straight out.									
6. Smiles.									
7. Purses lips (exaggerated oo as in "you").									
8. Raises upper lip (exaggerated ceee as in "see").									
9. Points tongue toward nose.									
10. Points tongue toward chin.									
11. Moves tongue in and out of open mouth.									
12. Touches tip of tongue to upper lip.									
13. Touches tip of tongue to lower lip.									
14. Touches tip of tongue to upper front teeth.									
15. Touches tip of tongue to lower front teeth.									
16. Lifts tip of tongue up and back to touch palate.									
17. Touches lower teeth to upper lip.									
18. Touches upper teeth to lower lip.									
19. Humps tongue to touch palate with raised middle portion of tongue (as in hard "g")									
20. Touches tip of tongue to backs of upper front teeth.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR

CLUSTER: Motor Control of Speech Mechanisms, continued

Terminal Objective(s):

Objective 12, continued

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
21. Touches tip of tongue to gum ridge behind upper front teeth.									
22. Touches tip of tongue to backs of lower front teeth.									
23. Touches tip of tongue to upper inside front gumridge and then to lower in one motion.									
24. Moves tongue laterally to touch left corner of mouth.									
25. Moves tongue laterally to touch right corner of mouth.									
26. Moves tongue laterally to touch first one then the other corners of mouth in one side to side motion.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR

CLUSTER: Motor Control of Rhythmic Breathing

Terminal Objective(s):

13. Student reproduces simple (4 beat) irregular rhythm patterns transmitted through sound, visual example or touch.
14. Student takes two short, deep breaths imitating the breathing rhythm given by teacher.

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
BY TAPPING, CLAPPING OR ANY OTHER PREDETERMINED									
SYSTEM, THE STUDENT									
1. Imitates a single beat given by teacher (o).									
2. Imitates two slow beats (o o).									
3. Imitates two rapid beats (oo).									
4. Imitates three slow regular beats (o o o).									
5. Imitates three irregular beats (oo o; o oo).									
6. Imitates four slow regular beats (o o o o).									
7. Imitates four irregular veats (o o oo; ooo o; etc.).									
GIVEN A MODEL OF THE EXPECTED BEHAVIOR AND CUES									
FROM THE TEACHER, THE STUDENT									
8. Takes an audible deep breath through mouth.									
9. Inhales deeply and exhales through mouth.									
10. Takes a deep breath through nose.									
11. Inhales deeply and exhales through nose.									
12. Blows out a candle.									
13. Inhales deeply and holds breath 2 seconds.									
14. Inhales deeply, holds breath two seconds, then exhales slowly.									
15. Inhales deeply, holds breath three seconds, then exhales slowly.									
16. Takes two short deep breaths (inhalations and exhalations) in imitation of pattern									
given be teacher (oo oo; o o oo; o ooo, etc.).									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PERCEPTUAL-MOTOR

CLUSTER: Position in space, Body Image

Terminal Objective(s):

15. Student touches body parts of doll or teacher in imitation of teacher.
16. Student moves own body around, under, over and between obstacles.
17. Student positions objects in imitation of teacher's actions.

Facilitating Skills: (Demonstrations may be visual or tactual).	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Touches own nose, arm, other body part in imitation.									
2. Touches nose, arm, other body part of doll in imitation.									
3. Touches nose, arm, other body part of teacher in imitation.									
4. Touches own arm, leg, face, hand, stomach in imitation.									
5. Touches own hair, nose, eyes, mouth, chin, ear, teeth, hands, fingers, feet in imitation									
6. Touches same parts on doll or teacher.									
7. Touches own tongue, neck, thumb, fist and little finger in imitation.									
8. Touches own back and side, bottoms of feet, top of head in imitation.									
9. Touches own shoulders, elbow, knees, middle and ring fingers in imitation.									
10. Moves around and between large objects (furniture places close together) w/o contact.									
11. Steps up at step, curb, no model.									
12. Steps down at step, curb, no model.									
13. Ducks down to pass under low ceiling area, no model.									
14. Places one object (block, book, etc.) on top of another in imitation of teacher's action.									
15. Places one object beside another in imitation.									
16. Places one object under another in imitation.									
17. Places object inside a box in imitation.									
18. Takes an object out of a box in imitation.									
19. Separates 2 side-by-side objects in imitation i.e., moves them farther apart.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Nonverbal Cues and Gestures - Verbs

Terminal Objective(s):

18. Student follows simple (single concept) gross motor directions communicated through tactual cues or by gestures, which may be visual or tactual.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Responds to tactile cue to "Look" or orient self in certain direction by turning, looking.									
2. Responds to tactile cue to "Sit" by sitting.									
3. Responds to tactile cue to "Stand" by standing									
4. Responds to tactile cue by "Come" by coming.									
5. Responds to gestures signifying "Stop" or "No" by ceasing activity.									
6. Responds to gestures/pointing to "Look" by looking in indicated direction.									
7. Recognizes anger or disapproval by adult's expression, responds by crying, withdrawing.									
8. Responds to gesture to "Come" by creeping, crawling, walking in indicated direction.									
9. Responds to gesture to "Sit down" by sitting.									
10. Responds to gesture to "Stand" by standing.									
11. Responds to gesture to "Pick Up" an object by grasping or reaching for object.									
12. Responds to gesture to "Eat" by eating.									
13. Responds to gesture to "Go" by leaving or moving away.									
14. Responds to gesture to "Drink" by drinking.									
15. Responds to gesture meaning "Okay" or granting permission by going ahead with desired task.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Verbal or Signed Cues & Gestures - Verbs

Terminal Objective(s):

19. Student follows simple (single concept) gross motor commands communicated through words paired with gestures.
20. Student follows simple (single concept) gross motor commands communicated orally & verbally or by sign (North American Sign or other accepted system).

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Responds to "No" paired with aggravated gesture by ceasing disapproved activity.									
2. Responds to "Look" paired with pointing by looking in indicated direction.									
3. Responds to "Sit-down" paired with pointing to chair by sitting.									
4. Responds to "Stand-Up" paired with upward sweep of hand by standing.									
5. Responds to "No" (sign or word alone) by ceasing disapproved activity. *									
6. Responds to "Look" (sign or word alone) by looking in indicated direction. *									
7. Responds to "Here" or "Take this" by reaching for object offered (sign or word alone). *									
8. Responds to "Sit-down" (sign or word alone) by sitting. *									
9. Responds to "Stand-up" (sign or word alone) by standing. *									
10. Responds to "Go" by moving away. *									
11. Responds to "Come" by approaching. *									
12. Responds to "Give" by giving object held or indicated to teacher. *									
13. Responds to "Get" or "Pick-up" by retrieving indicated object. *									
14. Responds to "Eat" by beginning eating. *									
15. Responds to "Sleep" or "Bed" by going to bed. *									
16. Responds to "Toilet" or "Bathroom" by going to that room or to toilet. *									
17. Responds to "Okay" granting permission by proceeding with desired task. *									
18. Responds to "Drink" by drinking. *									
*Each of these communicated by spoken word or formal sign.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Prepositions of Location & Position

Terminal Objective(s):

21. Given two blocks and a topless box, the student places the objects over, in, under, behind, on top of, beside, out, on, between one another on request

Facilitating Skills: Given two blocks, a topless box and a table, the student

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Points to "table" on request (spoken/signed)									
2. Points to "blocks" on request.									
3. Points to "box" on request.									
4. Places a block "in the box" on request.									
5. Places the second block "beside the box" on request.									
6. Takes the block "out of the box" on request.									
7. Places the box "over the block" on the table on request.									
8. Places the second block "on top of" the overturned box on request.									
9. Takes the block "off of the box" on request.									
10. Places the block "behind the box" on request									
11. Places the block "under the box" on request.									
12. Takes the blocks and box "off of the table" on request.									
13. Places one block "on the table" on request.									
14. Places the second block "beside" or "next to" the first block on the table on request.									
15. Places the box "between the two blocks" on request.									
16. Places the blocks "inside of the box" on request.									
17. Places the box and blocks "under the table" on request.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: RECEPTIVE COMPREHENSION

CLUSTER: Sentences - Signed or Spoken

Terminal Objective(s):

22. Student carries out three step directions involving prepositions and more than one object.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Carries out one step gross motor requests involving an object ("Pick up your doll").									
2. Carries out instructions involving preposition or prepositional phrase and verb ("Look up), "Sit on the chair.").									
3. Carries out instructions involving two verbs ("Stand up and turn around").									
4. Carries out instructions involving two objec and prepositions ("Put the doll on the bed")									
5. Carries out instructions involving two verbs and one object ("Pick it up & put it in box"									
6. Carries out two step instructions involving one object that is not visible ("Go get your book and bring it here.").									
7. Carries out two step instructions involving two actions and two objects which are relate ("Get your ball and bat and bring them here"									
8. Carries out two step instructions involving two objects which are unrelated ("Take your coat in the kitchen and bring me a glass").									
9. Carries out conditional directions ("If I stand up, clap your hands".).									
10. Carries out directions after a time lapse of 3-5 minutes.									
11. Carries out requests involving a three-step gross motor sequence (Stand up, turn, sit).									
12. Carries out directions involving three related actions and one object ("Pick up tha paper, fold it in half and put it on the table".).									

LANGUAGE DEVELOPMENT

ANGUAGE SKILL AREA: ASSOCIATION

LUSTER: Memory

Terminal Objective(s):

23. Student remembers a three-step performance sequence; retains word up to two minutes.

acilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Consistently shows recognition of own name.									
2. Consistently responds to familiar person.									
3. Knows where certain objects, toys are kept - goes directly to certain place to retrieve.									
4. Repeats sounds in imitation.									
5. Repeats motions in imitation.									
6. Plays peek-a-boo.									
7. Plays hide-and-seek.									
8. Looks for object teacher hides behind back, continues looking up to 2 minutes.									
9. Looks for object teacher hides under chair, pillow, etc., continues looking up to 5 min.									
10. Watches teacher place candy under one of two cups, selects correct cup after 1 minute wai									
11. Identifies two pictures which teacher turns over, selects one asked for after 1 minute.									
12. Repeats two words.									
13. Carries out request to go in next room and retrieve an object.									
14. Remembers a three-step performance sequence, e.g. unties bow by pulling, releasing, untangling lace ends.									
15. Remembers and can repeat word after 1 minute.									
16. Remembers and can repeat word after 2 minutes									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: BASIC EXPRESSION

CLUSTER: Gestures

Terminal Objective(s):

24. Student uses gestures to communicate "yes/no" and basic wants or needs (food, water, toilet).
25. Student gestures to express activities and verb ideas such as "Go."

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Waves good-bye.									
2. Shakes hands hello.									
3. Plays peek-a-boo/pat-a-cake.									
4. Pushes away undesireable food, object.									
5. Indicates "yes" by smile, nod, gesture.									
6. Indicates "no" by frown, shake, gesture.									
7. Takes adult's hand, indicates task wants adult to perform (hand me that toy, give me that).									
8. Imitates adult actions at play, e.g., talks on toy phone, brushes own hair.									
9. Uses a gesture for "food" or "eat" - may point to mouth, make spooning gesture, rub stomach.									
10. Uses a gesture for "drink."									
11. Uses a gesture for "toilet" or "bathroom".									
12. Gestures "Come" or "Come here."									
13. Gestures "Go" or "Go away."									
14. Gestures "Give me" - may point to self, hold out hand, point to hand.									
15. Point or gestures "you" and "I"; "Yours" and "Mine".									

LANGUAGE DEVELOPMENT

ANGUAGE SKILL AREA: BASIC EXPRESSION

LUSTER: Vocalizations

Terminal Objective(s):

26. Student vocalizes to gain attention, to express satisfaction or discomfort, for own entertainment (no apparent stimulus).
27. Student "names" in own word sounds one familiar object or person.
28. Student names objects and pictures of familiar objects, up to six.

acilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Cries to indicate discomfort (when wet, hungry, afraid, in pain).									
2. Cries to express anger or displeasure, e.g., at being disturbed having toy/food taken, etc.									
3. Produces at least three assorted vocal noises at play-squeals, coos, gurgles, laughs, etc.									
4. Vocalizes anger or displeasure in a non-cry utterance.									
5. Vocalizes when presented with toy or object									
6. Vocalizes at mealtimes.									
7. Vocalizes in response to approach or touch of familiar person.									
8. Uses specific sound consistently and often in association with certain object or person									
9. Exclaims - e.g., "oh-oh," "no-no."									
10. Uses sound to evoke action from adults.									
11. Uses some gesture language combined with speech sounds.									
12. Uses own sounds "naming" objects and people.									
13. Speaks first word (Criteria: recognizable form of adult word, consistent usage, evidence of understanding, spontaneous usage).									
14. Names familiar person (Proper Noun).									
15. Names two or three familiar objects (Nouns).									
16. Names own action (verbs).									
17. Imitates new words.									
18. Names actions of others (Verbs).									
19. Names pictures of familiar objects.									
20. Uses automatic phrases "thank you" "please".									
21. Uses a question-like inflection when "talking"									
22. Intermingles words and word forms, speaking in sentence-like chains of sounds.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Babbling - vocalization of speech sounds

Terminal Objective(s):

29. In sentence-like patterns, the studen produces assorted vowel noises vocall including the sounds ah, o͞o, ū, ō, ā, ȇ, and blends of these sounds with consonants including ma, ba, ga, da, etc.

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Vocalizes three or more single and double vowel sounds spontaneously (ah, eh, ā, o͞o, ū									
Vocalizes four or more single sounds combining consonants with vowels:									
2. Throat noises such as "ga" "ka" "ha".									
3. Lip noises such as "ma" "pa" "ba" "wa" "va".									
4. Tongue noises such as "da" "ta" "la".									
5. Chains sounds together, producing well-defined syllables.									
6. Vocalizes same syllable repeatedly, "ma-ma", "ga-ga-ga-ga", "oo-oo-oo".									
7. Vocalizes two or more different syllable sounds in chain, ba-do-da, ga-ah-oh, da-da-ma.									
8. Vocalizes final consonant sounds in nonsense syllables, such as "ah-m" "oo-b".									
9. Vocalizes own particular sound consistently, sound becomes recognizable by parent, teache									
10. Repeats "own sound" three or more times in succession.									
11. Babbles with voice expression.									
12. Hums, i.e., makes humming noise with lips.									
13. Makes sputtering noise with lips.									
14. Babbles in syllable length utterances using stable differentiation in syllable contours.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation

Terminal Objective(s):

30. Student articulates the vowels and dipthongs: ē, ĭ, ĕ, ă, ŭ, ŏ, a, ä, o͝o, o͞o, ā, i, ō, ū, ou, oi.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Articulates ä (as in arm).									
2. Articulates ō (as in oat).									
3. Articulates ē (as in eat).									
4. Articulates ou (as in out).									
5. Articulates oi (as in oil, toy).									
6. Articulates ĭ (as in it).									
7. Articulates ā (as in ate).									
8. Articulates ĕ (as in eggs).									
9. Articulates o͞o (as in food).									
10. Articulates o͝o (as in foot).									
11. Articulates ŏ (as in top).									
12. Articulates a̧ (as in all).									
13. Articulates ă (as in at).									
14. Articulates ū (as in use).									
15. Articulates ī (as in ice).									
16. Articulates ŭ (as in up).									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation

Terminal Objective(s):

31. Student articulates the voiced consonants: v, th, b, d, g, z, zh, j, m, n, ng, l, r, w, y.
32. Student articulates the voiceless consonants: h, wh, f, p, t, k, s, sh, ch, th
33. Student articulates the consonants as they appear in the initial, medial, and/or final position.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Articualtes "m" in initial position - milk.									
2. in medial position - tummy.									
3. in final position - mom.									
4. Articulates "n" in initial position - nice.									
5. in medial position - nanny.									
6. in final position - dan.									
7. Articulates "b" in initial position - bed.									
8. in medial position - baby.									
9. in final position - tub.									
10. Articulates "d" in initial position - dog.									
11. in medial position - daddy.									
12. in final position dad.									
13. Articulates "w" in initial position - warm.									
14. in medial position - tower.									
15. in final position - pow.									
16. Articulates "y" in initial position - you.									
17. in medial position - layer.									
18. in final position - way.									
19. Articulates "g" in initial position - gum.									
20. in medial position - baggage.									
21. in final position wag.									
22. Articulates "ng" in medial position - singer.									

LANGUAGE DEVELOPMENT

ANGUAGE SKILL AREA: PHONOLOGY

LUSTER: Articulation, continued

Terminal Objective(s):

(objectives 31-33, continued)

acilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
23. Articulates "ng" in final position - long.									
24. Articulates "v" in initial position - vine.									
25. in medial position - waver.									
26. in final position - shave.									
27. Articulates "l" in initial position - light.									
28. in medial position - salad.									
29. in final position - doll.									
30. Articulates "r" in initial position - red.									
31. in medial position - sorry.									
32. in final position - rear.									
33. Articulates "j" in initial position - jelly.									
34. in medial position - wager.									
35. in final position - sage.									
36. Articulates "tħ" in intial position - that.									
37. in medial position - mother.									
38. in final position - scythe.									
39. Articulates "z" in initial position - zoo.									
40. in medial position - buzzer.									
41. in final position - buzz.									
42. Articulates "zh" in the medial position - treasure.									
43. Articulates "p" in initial position - pie.									
44. in medial position -diaper.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation, continued

Terminal Objective(s):
(Objectives 31-33, continued)

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
45. Articulates "p" in final position - hop.									
46. Articulates "k" in initial position - cat.									
47. in medial position - acorn.									
48. in final position - wake.									
49. Articulates "t" in initial position - toe.									
50. in medial position - water.									
51. in final position - wait.									
52. Articulates "h" in initial position - hop.									
53. in medial position - mayhem.									
54. Articulates "f" in initial position - fox.									
55. in medial position - wafer.									
56. in final position - life.									
57. Articulates "s" in initial position - sun.									
58. in medial position - lesson.									
59. in final position - kiss.									
60. Articulates "ch" in intial position - chain.									
61. in medial position - hatchet.									
62. in final position - latch.									
63. Articulates "sh" in initial position - shoe.									
64. in medial position - washer.									
65. in final position - wash.									
66. Articulates "wh" in initial position - where.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation, continued

Terminal Objective(s):

(Objectives 31-33, continued)

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
67. Articulates "sh" in medial position - somewhere.									
68. Articulates "th" in initial position - thank.									
69. in medial position - athlete									
70. in final position - with.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation - Consonant Blends

Terminal Objective(s):

34. Student articulates consonant blends, including R blends, L blands, S blends and three element blends

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Articulates - mp, lamp.									
2. Articulates - nt, want.									
3. Articulates - ngk, ink.									
4. Articulates - ns, tinsel.									
5. Articulates - ng, long.									
6. Articulates - dz, fads; -gz, legs; -nz, lens									
7. Articulates - ngz, lungs.									
8. Artciulates - nd, wand.									
9. Articulates pr-, pretty; br-, brown; tr- tree; dr-, dress; kr-, cracker; gr-, green, fr-, free.									
10. Articulates pl-, plate; bl-, blue; kl-, clap; gl-, glow; fl-, fly.									
11. Articulates -lk, walk; -lf, shelf; -lz, waltz; -lp, help; -ld, build; -lb, elbow.									
12. Articulates sm-, smile; sn-, snow; sp-, spot; st-, stop; sk-, skate; sl-, slow; sw-, sweet; -st, list; -ks, cakes.									
13. Articulates tw-, twenty.									
14. Articulates kw-, quick; -kt, looked.									
15. Articulates -dj, ledge.									
16. Articulates -ft, lift.									
17. Articulates -pt, tipped; -ps, slips.									
18. Articulates -zm, bosom.									
19. Articulates -ts, boots.									
20. Articulates -nkl, uncle; -ngl, angle.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Articulation - Consonant Blends continued

Terminal Objective(s):
(Objective 34 continued)

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
21. Articulates -lth, wealth.									
22. Articulates -mpt, romped; -mps, lamps.									
23. Articulates -nth, tenth.									
24. Articulates -kst, waxed.									
25. Articulates thr-, three.									
26. Articulates -lfth, twelfth.									
27. Articulates spr-, spray; spl-, splash; str-, street; skr-, scrap; skw-, squeak.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: PHONOLOGY

CLUSTER: Breath Control

Terminal Objective(s):

35. Student demonstrates breath control in speech by correctly imitating the teacher's differentiation of sounds in word pairs such as "it, hit".

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Pronounces pup, up.									
2. Pronounces hold, old.									
3. Pronounces am, ham.									
4. Pronounces heat, eat.									
5. Pronounces it, hit.									
6. Pronounces ate, mate.									
7. Pronounces coop, cup.									
8. Pronounces air, hair.									
9. Pronounces shoe, you.									
10. Pronounces chew, shoe.									
11. Pronounces cake, coke.									
12. Pronounces ease, seize.									
13. Pronounces put, pet.									
14. Pronounces heat, lead.									
15. Pronounces set, suit.									
16. Pronounces bathe, hate.									
17. Pronounces groove, grave.									
18. Pronounces what, who.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

CLUSTER: Single word and two word sentences

Terminal Objective(s):

36. Student uses single words/signs in different capacities, including nominative, possessive, imperative.
37. Student uses two-word/sign combination including noun-noun, noun-verb, adjective-noun, verb-noun.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Imitates two word sentences.									
2. Imitates song (melody, patterns &/or words).									
3. Names approximately 20 objects or actions.									
4. Uses single words (names of desired objects) to make wants known - imperative "Milk".									
5. Uses single words to comment, notice objects nominative, "Dog" meaning "There's a dog".									
6. Uses single words to qualify an object, note possession - "Mommy" meaning "That's Mommy's									
7. Answers questions "Yes" or "No".									
8. Uses two word patterns with one word (pivot word) repeated often in similar construction									
uses patterns to name or acknowledge things, "There book" "That milk" "Hi ball" "Hi dog."									
9. Uses two word patterns as imperative - "More milk" "More book" "Want milk" "Want toy".									
10. Uses two word patterns with a negative pivot to note dislike, rejection - "No milk".									
11. Uses two word patterns with a negative pivot to note absence - "No Daddy" "No doll".									
12. Uses two word relationships in which both words in the construction vary - uses noun-									
verb combinations, "Daddy go" "Baby eat" "Baby cry".									
13. Uses noun-noun combinations to denote possession - "Daddy shoe".									
14. Uses noun-noun combinations to communicate wants - "Mommy milk" (agent-object pattern)									
15. Uses verb-noun combinations to denote wants - "Roll ball" "Give cookie" "Read book".									
16. Uses adjective-noun combinations or noun-adj. to modify, describe - "Ball red" "Big dog".									
17. Uses verb-noun combinations to describe own action - "Hit ball" "Eat cookie".									
18. Uses noun-noun combinations to denote location - "Doll bed" meaning doll is on the bed									
19. Uses noun-noun combinations to connect two ideas or objects - "Doll book" "Boy girl".									
20. Gives two word responses to questions.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

CLUSTER: Questions

Terminal Objective(s):

38. Student asks "Wh-" questions.
39. Student asks questions by reversing word order, beginning sentence with verb.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Speaks or signs with inflection or expression indicating interrogative.									
2. Combines any two words with a rising inflection as question - "No milk?" "See baby?"									
3. Uses "can," "will," "is" to form reverse question patterns, may be incomplete in form									
4. Uses "do" to form reverse order question patterns - "Do I?" "Do you?"									
5. Ask tag questions with a noun-verb pattern - "I did it, didn't I?" "It's mine, isn't it?"									
6. Asks "What" questions - "What's that?"									
7. Asks "What" questions with noun-verb pattern "What you do? "What he eating?"									
8. Asks "Where" questions, often omitting verb: "Where dog?" "Where Dad?"									
9. Asks "Why" questions, may be with irregular verb phrase order - "Why not he eat?"									
10. Asks three-word question using rising inflection - "Mommy hurt foot?" "Daddy go?"									
11. Asks three-word question using reversed subject-verb: "See my dog?" "Go home now?"									
12. Asks "When" questions, order may be irregular									
13. Asks "How" questions, order may be irregular									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

CLUSTER: Noun Phrase & Pronoun

Terminal Objective(s):

40. Student uses adjectives and possessive prono[illegible]h nouns.
41. Student uses regular plurals of familiar nouns.
42. Student uses singular and plural 1st, 2nd, and 3rd person personal pronouns as subjects and objects.

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Refers to self by own first name.									
2. Refers to self by pronoun "I" or "me".									
3. Uses demonstrative adjectives "that" or "this" "those" to elaborate a noun,									
4. Uses articles - a, an, the.									
5. Uses quantitative adjectives - one, more, all another, other.									
6. Uses pronouns "I" "you" and "me" as agents or subjects.									
7. Uses pronouns "me" and "you" as objects.									
8. Refers to others as "you."									
9. Uses descriptive adjectives relating to size, "big" "little."									
10. Uses quantitative adjectives "one" & "two."									
11. Refers to objects or toys as "it" or "s/he."									
12. Uses singular 3rd person pronouns as subjects.									
13. Uses singular 3rd person pronouns as objects									
14. Gives own full name.									
15. Uses possessive pronouns as adjectives - "my" "you" "his" "her".									
16. Uses descriptive adjectives of color.									
17. Uses regular plurals - boy/s; spoon/s.									
18. Uses first person plural pronoun "we" as subject.									
19. Uses "they" as subject".									
20. Uses "them" as plural object.									
21. Uses "us" as object.									
22. Uses plurals in which root noun changes form leaf/leaves; knife/knives. (Oral)									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

CLUSTER: Prepositional Phrases

Terminal Objective(s):

43. Student uses prepositions to express the location of a visible object in answer to the question, "Where is the ___________?" *

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Uses "in" to describe location of visible object.									
2. Uses "on" to describe location of a visible object.									
3. Uses "under" to describe location of visible object.									
4. Uses "in" with object to describe location of visible objects.									
5. Uses "on" with object to describe location of visible objects.									
6. Uses "behind" to describe location of visible objects.									
7. Uses "next to" or "beside" or "near" to describe location of visible objects.									
8. Uses "over" to describe location of visible object.									
9. Uses "between" to describe location visible object.									
*Oral or signed.									

LANGUAGE DEVELOPMENT

ANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

LUSTER: Three word sentence patterns

Terminal Objective(s):

44. Student uses three-word sentence patterns that include a subject and verb. *

45. Student uses conjunctions "and," "but" "or" to link like units, noun to noun, verb to verb, sentence to sentence. *

acilitating Skills:

Facilitating Skills	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving: Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)	Performance Not Observed	COMMENTS:
1. Uses three word combinations: "I big girl" "Sleep in bed".									
2. Uses three word combinations that include a subject and a verb.									
3. Uses three word sentences of the pattern subject-ver-object, "I hit ball."									
4. Uses three-word sentences of the pattern subject-verb-location, "Daddy come home."									
5. Uses conjunctions "and" to link two nouns, "ball and bat."									
6. Uses conjunction "and" to link two verbs, "Come and play".									
7. Uses "and" to link two pronouns, "you and me"									
8. Uses "and"to link two nouns in a noun-verb-compound object construction: "I eat bread and jam".									
9. Uses three word sentences of the pattern subject-to be verb-predicate adjective, "I am bad" "He is big and mean."									
10. Uses "and" to link two adjectives.									
11. Answers "What" questions in noun-verb pattern									
12. Uses "not" as negative in three or four word sentence, may be irregular order.									
13. Uses three to four word sentences of the pattern subject - verb - preposition - object "I get in the car" "He is in the house."									
*for Oral or Signed Expression									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

CLUSTER: Verb Tense

Terminal Objective(s):

46. Student uses simple present tense of regular verbs with subject-verb agreement. *
47. Student forms past tense of regular verbs and of familiar irregulars (e.g., "went"). *
48. Student uses "do" and "can" as auxiliaries to form present tenses. *

Facilitating Skills:

	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Names actions.									
2. Describes own actions with noun-verb construction as action is being carried out.									
3. Uses modal auxilary "can" with present tense forms - "I can go."									
4. Uses verb form "do" with present tense verb forms - "I do go."									
5. Uses verb form "do" as an auxilary to ask questions - "Do I come?"									
6. Uses "must" as an auxilary to form present tense with verb - "I must go."									
7. Uses "is" with -ing forms of familiar verbs to form progressive, "He is going."									
8. Uses present tense of most familiar verbs without "-s" inflection in 3rd pers.-"he run									
9. Uses verb "to be" in third person singular - "He is." "That is red."									
10. Uses verb "to be" in first person singular - "I am bad."									
11. Uses verb form "am" as an auxilary to form present progressive - "I am going."									
12. Uses past tense of familiar verbs which are often the irreg. verbs - went, ate, come, was									
13. Uses "-ed" to form past tense of regular verbs, e.g., "played."									
14. Uses verb form "have" with the past form of familiar verbs, not always with correct form									
of main verb, e.g., "I have eaten," "I have goed."									
15. Uses "-s" inflection in the third person singular present form of familiar verbs,"run"									
16. Uses present forms of the verb "to be" - "He is," "You are," "I am."									
17. Uses "have" with past form of familiar verbs, e.g., "I have played."									
18. Uses "gonna," "gotta", "have to" as auxilary forms with infinitive meaning - "I'm going									
to go."									
*These objectives are most appropriate for									
Oral expression.									

LANGUAGE DEVELOPMENT

ANGUAGE SKILL AREA: SYNTAX DEVELOPMENT

LUSTER: Verb Voice

Terminal Objective(s):

49. Student uses "not" in a noun-verb construction to negate the stated action.
50. Student uses adjective forms with the "to be" verbs or with "got" to express the passive idea - "is broken" "got hurt".

acilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Uses "no" as a negative quantifier in a noun phrase, e.g., "No milk".									
2. Uses "no" in a noun-verb construction to negate the stated action, "I no go".									
3. Uses negative modal forms "can't" and "don't" to negate action of main verb, "I can't go".									
4. Uses "not" in a noun-verb construction to negate the stated action of the main verb may be with no auxilary verb, e.g., "He not ate," "I not going."									
5. Uses "all" with adjective or past participle to express a passive concept, "all gone", "all finished."									
6. Uses "is" with adjective or past participle to express a passive concept, "Dog is hurt."									
7. Uses "got" with adjective to express a passive concept, "got sick," "got broken."									

LANGUAGE SKILL AREA: CONCEPT FORMATION

CLUSTER: Same-different

Terminal Objective(s):

51. Student puts together items that go together because of shared attribute e.g., matches by color, size, shape, category.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Matches identical objects.									
2. Matches objects according to color with no distracting attribute									
3. Matches colored pictures of objects with identical pictures.									
4. Matches circle and square to forms in form board.									
5. Matches objects with pictures of those objects.									
6. Matches objects according to size.									
7. Matches objects according to geometric shape									
8. Matches objects according to function.									
9. Points to big one, little one.									
10. Groups objects according to category, e.g., animals, clothing, furniture, food.									
11. Groups objects according to texture.									
12. Constructs a block design by matching blocks to a design on paper.									
13. Constructs a block design given a model of the design.									
14. Groups objects according to one attribute with one distracting attribute.									
15. Groups objects according to one attribute with two distracting attributes (e.g., match for size ignoring color and shape).									
16. Group objects according to one attribute then regroups according to another attribute.									
17. Complete analogies based on function or category, such as: table is to chair as workbench is to stool.									
18. Pairs opposites - complete pairs of "high-LOW;" "big - LITTLE."									
19. Completes opposite analogies - girl is to man as woman is to (BOY).									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: CONCEPT FORMATION

CLUSTER: Quantity, Part-Whole.

Terminal Objective(s):
52. Student distributes objects in containers in a 1-to-1 correspondence.
53. Student counts three objects. *
54. Student puts together 12 piece puzzle.
55. Student matches pictures of same object taken from different perspectives.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Responds to "Give me one" by giving correctly.									
2. Understands "some," "all," "more," "another" and responds appropriately to request to "Give me ________."									
3. Given set of items, distributes them one each into several containers when instructed to do so.									
4. Counts to three by rote. *									
5. Counts three objects in response to "How many are there?" or similar questions. *									
6. Puts together a one-piece puzzle form board.									
7. Puts together a puzzle with six large pieces that fit into six separate slots.									
8. Puts together a three-piece puzzle of large dimensions and interlocking pieces.									
9. Puts together pieces of a cut up picture to match model of original picture.									
10. Puts together the pieces of a cut-up shape to match model (2 to 4 pieces).									
11. Identifies an object from seeing only a part of it. *									
12. Identifies an object from seeing a picture of it. *									
13. Puts together a 12-piece puzzle.									
14. Matches pictures of same object which are taken from different perspectives.									
*Student may use speech or sign.									

LANGUAGE DEVELOPMENT

LANGUAGE SKILL AREA: CONCEPT FORMATION

CLUSTER: Sequencing

Terminal Objective(s):
56. Student sequences set of objects according to graduated size.
57. Student sequences set of four pictures according to time of occurence of pictured action.

Facilitating Skills:	Performance without assistance	Performance Occurs When Teacher Intervenes, Giving						Performance Not Observed	COMMENTS:
		Motivational/Social Intervention	Environmental Structure	Instructions, Directions	Instructional Demonstration	Physical Assistance	Mechanical Aids (Physical)		
1. Orders a collection of objects according to size.									
2. Orders a collection of objects according to height.									
3. Matches sequences of beads or blocks with a model constructed for the same objects.									
4. Matches a simple sequence of objects with pictures of the objects.									
5. Creates a match to a pictured sequence out of real objects.									
6. Orders pictures of objects in the sequence in which they must be put together - clothin for example in the order in which it must be put on, underwear first, overcoat last.									
7. Chooses picture of "which comes next?" in a sequence which is familiar - picture of chil putting on socks, choice of pictures of shoe and hat.									

NEXT STEP CHARTS: CROSS-CLUSTER AND LANGUAGE OBJECTIVES

Using the Cross Cluster Chart

This chart attempts to group skills across six areas in clusters of skills that are typically displayed at about the same time in the developmental process. Within each of the six areas the skills are listed in approximate developmental sequence - making it possible to select next-step objectives for an area by reading down a column.

Following a row horizontally across the chart provides a view of skills in related areas that often are attained at about the same time. Thus the evaluator can select objectives in each of the six areas which will be complementary elements in an integrated, well rounded program.

The entries in the chart are broadly stated and usually represent clusters of skills within the performance statements section. It may be necessary to then refer to the Performance Statements for the finer breakdown when planning specific objectives.

Using the Language Objectives Chart

This form can be used for recording and analyzing language objectives. The objective which is selected for the student is written in the large space provided on the left hand side of the sheet. The objective itself is a statement of what the student should do, consisting of a verb and an object which describe the skill and any conditions of performance the teacher may wish to include.

The teacher then considers the skill to be taught and decides what process(es) may be involved:

Reception: Skill which will be dependent on teacher output and may not involve a transmission of information as response but an action performed by student
Expression: Skill which will require a transmission of information by the student
Association: Skill which will require the student to translate or interpret information s/he receives before a response can be correctly made.

Or a combination of any two or all three processes.

Next the teacher decides the following:
1) What type of input is most appropriate to the objective and efficient for this student:

Visual cue: such as a gesture, a picture, a motor model of the skill, written directions, etc.
Auditory cue: verbal directions. sounds, music, sound or speech model of oral skill, etc.

Tactile cue: feeling motion, e.g. throat vibrating;experiencing sequence and action while being led through motions of skill, sign communicated tactually, etc.

Or a combination of any two or all three processes.

2) What type of output is most appropriate to the objective and efficient for the student:

Action: Student carries through a command ("Point to", "run", "do this") to demonstrate his/her understanding of task (receptive process).

Oral: Student uses sound, words, sentences to communicate response.

Graphic: Student uses a form of written symbols, letters, words to communicate response

Manual: Student uses gesture, sign, expression to communicate response.

The space at the right hand side of the page has been left for general use, either for comments, recordkeeping or additional information.

The information recorded can be used for planning teaching procedures, evaluating needs, or breaking down skills into the components which guide in the selection of appropriate teaching materials/activities to support the acquisition of that skill.

Cross Cluster Chart

see next page

MOTOR			**ARTICULATION**	**PERCEPTUAL MOTOR**	**EXPRESSIVE BEHAVIOR**	**RECEPTIVE BEHAVIOR**	**CONCEPTUAL/COGNITIVE**
Gross	Fine	Speech					
turns head	grasp touch reach	open mouth move tonge suck swallow		looks at objects listen to sounds localizes sounds recognize familiar persons	differential cry vowel sounds (e, a, w) consonant sounds CV babbling (la, le, ba, be) babbles with expression repetitive babbling vocalizes in response	Responds to affect in voice voice elicits smile distinguishes different speech sounds	
raise arms reach sit up crawl pulls up		eat cookie		visual tracking eye-hand coordination in reaching smiles at mirror image orients to sounds looking coordinated with body movement listening coordinated with babbling looks for fallen object listens selectively	numerous 2 syllable utterances (Mama) waves bye-bye differential pattern in non-cry utterances syllable length utterances vocalizes at least 4 different syllables in sequence makes requests by vocalizing "names" things with own sounds	responds to own name recognizes person as "Daddy"	cooperates in games
creeps	simultaneously performs two different actions with hands			relates sound to existence of object looks at picture up to one minute	first recognizable word forms will repeat sound if teacher immediately prompts it uses intonation in vocalization uses sentence-like sound strings plays pat-a-cake plays peek-a-boo	Understands "No" responds to verbal request recognizes names of common objects	anticipates results by interpreting cues acts with purpose, intention sees others as agent, uses others to perform favors
stands well		chews well	(e) (a)	imitates mouth open, clapping, block stack, tongue out, limb motions imitates simple sound sequences imitates rhythm patterns imitates non-speech sounds (click, buzz)	uses sounds to produce action uses own sounds, names uses some gesture language uses gestures for "yes", "no"	understands "come here" understands names of toys, familiar people, clothes	looks at pictures in book
walks alone		chews, sucks swallows most foods moves lips, tongue, palate easily feeds self with spoon		points to body parts named	first conventional words 3 word vocabulary points at desired objects uses question inflection says "no", "hi", "bye-bye" jabbers expressively uses gestures to make wants known	follows simple commands involving action (pick that up) responds to "Show me" by point to object identifies body parts understands verbs	mimics adult behavior in imaginative play identifies function of object through imitative/imaginative use of object categorizes (food, animals, clothes) calls for adult intervention, aid
walks body side to side, back and forward		chews tough meat		moves body in space with some confidence	give one word answer to question 20 words vocabulary gestures and vocalizes to explain, describe asks "What that" beginning syntax (uses single word in role of namer agent, object)	responds to directions involving going to next room (memory) follows two step command involving one object identifies body parts, pictures	places square and circle in formboard
runs puts on simple garmet turns pages in book kicks large ball			(m-) (t-) (n-) (-n) (p-) (b-) (k-) (g-) (h-) (l) (w-) (y-) (r-) (l-) (oi) (ou/ow) (o) (oo) (a) (e) (o) (i) (oo)	imitates complex movement imitates familiar two word sentences imitates environmental sounds	automatic use of please, thank you two word patterns agent-action, noun-noun yes/no answer to questions descriptive words refers to self by name uses I, me, you vocabulary of 300 words	follows commands using "in", "on" follows commands using personal pronouns (give it to him) follows three step command involving one concept/object recognizes almost all common objects and pictures thereof follows conditional command (if I . . ., you . . .)	matches two primary colors understands concept of "one", "one more" puts together 3 piece peg toy matches like objects pictures

	(-m) (s-) (-s) (f-) (-f) (-p) (-t) (d-) (-k) (u) (-ch)	repeats up to two digits, words (memory)	uses two-three word sentences s regular plurals subject-verb agreement	understands pronouns understands "a", "some", "plurals" in commands understands "under", "behind," "in back of" in commands	selects pictures depicting action understands part/whole relationships ("all", "the rest") matches objects by size
puts on socks and shoes	rticulates all vowels and most consonants (-ng) (sh-) (-r) (-d) (-g) (-th)	gross sound discrimination hears sounds can pick out object that made sound (rattle, bell, drum, etc.)	refers to self by pronoun asks "Why" questions uses "in" "on" "under" correctly responds to "do you want one? some?" vocabulary of 446 words uses adjectives uses quantitive descriptors uses "to be" in third person singular uses pronouns as subjects gives full name	identifies function of objects by pointing to picture ("What do you cook with?") follows commands using adverbs ("Run fast") understands "beside"	names one color understands big/little hard/soft discriminates orange and purple
	(z-) (-sh) (j-) (br-)	repeats 7 syllables or 4 word sentences repeats up to 3 digits	uses negatives answers "what" question with noun answers "what" question with verb answers "when" question answers "if" question uses conjunctions, third person pronouns, verb "to be" as auxilary answers question about object's function		understands abstracts of a simple nature, such as color
alternates feet going up steps stands on one foot momentarily	(st-) (sp-) (ju-)	repeats six word sentences with contractions, prepositional phrases begins to establish handedness imitates drawing of circle discriminates between high, low, and medium tones builds a tower of 10 blocks	vocabulary of 900 words asks "When?" questions uses adverbs uses pronouns as objects counts to three tells own gender answers questions using object characteristic as clue ("What says Meow?")	understands "penny" understands next to, over follows three step command	understands rough/smooth beginning understanding of temporal relationships understands later, tomorrow, past, present, today, yesterday, all week discriminates green, yellow recognizes and matches primary colors
	(-z) (-j)	imitates sentence with adverb or beginning with phrase	uses future tense uses compound sentences vocabulary of 1,222 words		completes 3 piece formboard that is rotated answers simple logic questions by picture identification (What do you do when you're cold)
	(th-) (-m) (-v) (tr-) (kl-) (bl-) (-v) (ch-) (-l)		asks "Where" questions identifies "red" uses some irregular plurals uses dependent clauses asks "How" questions identifies quantities of two and three	listens to story, points to pictures to answer questions about story	counts to 3 by rote completes 15-piece peg toy reproduces block design from model sort and match objects by function
laces own shoes scribbles with pen	articulates all consonants	draws man with some detail auditory memory of 45 seconds for nonsense syllable beginning to distringuish left/right in space imitates drawing of triangle	names 5 primary colors vocabulary of 1,540 words identifies and uses number concepts of 5,6,8,10 uses possessive pronouns uses time words (tomorrow, afternoon) uses past tense uses relative terms (big, little) uses negative questions		names five primary colors understands "made of", i.e., table made of wood completes opposite analogies counts to 10 sequences up to 4 pictures

LANGUAGE OBJECTIVES CHART

What Student is expected to do	Type of Language Process			Type of Cue Teacher Gives			Mode of Response Student Uses				
				INPUT			OUTPUT				
STATEMENT OF SKILL:	Receptive Skill	Expressive Skill	Association Skill	Tactile	Visual	Auditory	Action	Manual	Oral	Graphic	

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

1. Activities of Daily Living ☐ Language ☐ Motor ☐

2. Format Suggestions:
   - A. General ______________________
   - B. Numbering Style ______________________
   - Type Style ______________________

3. Content Suggestions:
   - A. Conceptual Organization
   - B. Suggested Revisions for Performance Statements:
     - 1). Addition - write statement as it should appear and indicate by number its correct positioning in text ______________________
     - 2). Deletion - identify by number and indicate rationale for deletion ______________________
   - C. Suggested Chart Revisions (indicate which chart) ______________________
   - D. Suggested Revision(s) in Instructions for use of EEPP (cite page number, wording to be deleted ______________________

4. Binding and Publication Suggestions ______________________

5. Other ______________________

Revision suggestions should be sent to:

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